

## WORLD LANGUAGE INSTRUCTIONAL MATERIALS SCREENING INSTRUMENT GRADES 9-12 MODERN LANGAUGES: ALPHABETIC

### SECTION I: NON-NEGOTIABLE ALIGNMENT CRITERIA

*All submissions must be aligned to the Tennessee World Language Standards and therefore must meet the non-negotiable criteria of Section I prior to moving to Section II.*

*Note: The Tennessee standards including the introduction and grade level standards appropriate to this screening instrument and this screening instrument should be read in full prior to reviewing materials. Evaluators of materials must be well versed in the standards for the grade/course(s) aligned to the materials in question, how the content fits into the progressions in the content standards, and the expectations of the standards.*

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**GRADES 9-12 MODERN LANGUGES: ALPHABETIC**  
**SECTION I: NON-NEGOTIABLE ALIGNMENT CRITERIA**

**Note:** *There are instances in the standards where examples are given. The following should be used as a reference for when for those examples:*

**e.g.:** *"for example"; examples that could be used, but examples are not limited to those listed*

*All submissions must be aligned to the Tennessee State World Language Standards and therefore must meet 80% of the non-negotiable criteria of Section I prior to moving to Section II.*

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**SECTION I. Alignment to Tennessee State World Language Standards (Modern Alphabetic)**

**Part A.** The instructional materials represent 80% alignment with the Tennessee World Languages Standards and explicitly focus teaching and learning that meet Classical Language Standards that are age-appropriate at a level of rigor necessary for students to reach mastery:

**CORNERSTONE: Communication (C1)**

Performance Level	Standard C1.1 <i>Interpretive Communication — Listening</i>	Yes	No	Evidence (e.g., page numbers and/or examples of inclusion)
		Interact and negotiate meaning in spoken or written conversations to share information, reactions, feelings, and opinions.	X	
<b>Novice High (NH)</b> <b>ML.C1.1.NH.a-e</b>	<p><b>Novice High Learners begin to use simple sentences to</b></p> <ul style="list-style-type: none"> <li>a) exchange some personal information.</li> <li>b) exchange information based on texts, graphs, or pictures.</li> <li>c) ask for and give simple directions.</li> <li>d) make plans with others.</li> <li>e) interact with others in everyday situations.</li> </ul>			<p><b>a)</b> p. 20 Paso 3; p. 22, Paso 4B; p. 23, Paso 2; p. 30, Paso 3A; p. 48, Paso 2; p. 63, Actividad 2, Pasos 1 &amp; 2; p. 64, Actividad 3, Paso 1; p. 73, Actividad 6, Paso 1; p. 76, Pasos 2A &amp; 2B; p. 77, Paso 2; p. 82, Paso 4; p. 85, Paso 3C; p. 88, Paso 4B; p. 89, En camino A, Paso 3; p. 94, Paso 3; p. 95, Paso 4; p. 97, Paso 3; p. 99, Pasos 2 &amp; 3B; p. 102, Paso 2B; p. 105, Paso 2B; p. 114, Vive entre culturas, Interpersonal Assessment; p. 120-121, Actividad 1; p. 122, Actividad 2; p. 125, Paso 3; p. 159, Paso 3; p. 219, Paso 2.</p> <p><b>b)</b> p. 7, Actividad 2, Paso 1; p. 8, Paso 2; p. 10, Paso 1C; p. 12, Paso 1B; p. 12, Pasos 2B &amp; 2C; p. 16, Paso 3A; p. 19, Actividad 8, Paso 2; p. 20, Paso 2; p. 21, Actividad 9, Pasos 2 &amp; 3; p. 22, Paso 4B; p. 23, Paso 2; p. 24, Actividad 11, Paso 2; p. 25, Actividad 12, Pasos 1 &amp; 2; p. 25, Actividad 12, Paso 2; p. 26, Actividad 13, Paso 2; p. 28, Actividad 14, Paso 2; p. 30, Pasos 2A &amp; 2B; p. 31, Actividad 16, Paso 1A; p. 32, Paso 1C; p. 32, Paso 2C; p. 37, Actividad 17, Paso 1; p. 38, Paso 2B; p. 41, Pasos 2B &amp; 3B; p. 46, Actividad 20, Paso 2; p. 47, Actividad 21, Paso 1; p. 49, Paso 2; p. 57, Interpersonal Assessment; p. 62, Actividad 1, Pasos 2 &amp; 3; p. 63, Actividad 2, Pasos 1 &amp; 2; p. 73, Actividad 6, Paso 1; p. 76, Pasos 2A &amp; 2B; p. 76, Actividad 8, Paso 1; p. 77, Paso 2; p. 85, Paso 3C; p. 86, Paso 3A; p. 88, Paso 4B; p. 95, Paso 4; p. 97, Paso 3; p. 105, Paso</p>

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			<p>2B; p. 106, Actividad 18, Paso 1; p. 108, Actividad 19, Paso 1B; p. 111, En camino B, Paso 2; p. 125, Paso 3; p. 131, Actividad 6, Paso 1; p. 132, Paso 3; p. 137, Actividad 8, Paso 1; p. 245, Paso 2B; p. 149, Paso 3B; p. 158, Actividad 16, Paso 1; p. 161, Paso 2; p. 162, Paso 3; p. 163, Paso 1B; p. 174, Actividad 1, Paso 2; p. 179, Actividad 4, Paso 1; p. 182, Paso 3B; p. 183, Actividad 5, Paso 1; p. 184, Paso 4; p. 186, Actividad 6, Paso 1; p. 197, Paso 2B; p. 199, Paso 2B; p. 200, Paso 3; p. 209, Pasos 2 &amp; 4; p. 229, Paso 3; p. 230, Actividad 3, Pasos 1-2; p. 235, Paso 3; p. 242, Paso 3; p. 243, Actividad 8, Paso 1; p. 247, Actividad 9, Paso 1; p. 258, Paso 2; p. 277, Paso 3; p. 280, Paso 3; p. 291, Actividad 2, Paso 2; p. 300, Paso 2B; p. 311, Paso 2A; p. 317, Actividad 10, Paso 1.</p> <p>c) p. 149, Paso 3B; p. 150, Paso 2B; p. 151, Paso 2; p. 197, ¡Prepárate!; p. 218, Paso 3; p. 219, Paso 2; p. 272, Paso 4; p. 277, Paso 3 &amp; ¡Prepárate!; p. 300, Paso 2B; p. 307, Paso 3; p. 310, Paso 4B; p. 317, Actividad 10, Paso 2; p. 318, Paso 2.</p> <p>d) p. 11, Paso 3; p. 237, Paso 2; p. 250, Paso 2; p. 273, Paso 2; p. 281, Paso 2.</p> <p>e) p. 8, Paso 2; p. 11, Paso 3; p. 20, Paso 3; 121; Paso 2B; p. 122, Paso 2; p. 124, Paso 2; p. 125, Paso 2; p. 139, Pasos 2 &amp; 3; p. 149, Pasos 2 &amp; 3B; p. 150, Paso 2B; p. 151, Paso 2; p. 218, Paso 3 &amp; ¡Prepárate; p. 219, Paso 2; p. 222, Interpersonal assessment; p. 260, Paso 2; p. 266, Paso 4A; p. 272, Paso 4; p. 277, Paso 3; p. 281, Paso 3; p. 307, Paso 3; p. 310, Paso 4B; p. 316, Paso 3; p. 318, Paso 2; p. 328, Paso 2B; p. 333, Paso 2; p. 344.</p>
<p><b>Intermediate Low (IL)</b> <b>ML.C1.1.IL.a-d</b></p>	<p><b>Intermediate Low Learners create basic sentences to</b></p> <p>a) have a conversation on a number of everyday topics.</p> <p>b) ask and answer questions about familiar factual information.</p> <p>c) use the language to meet basic</p>		<p>a) p. 7, Actividad 2, Paso 1; p. 8, Paso 2; p. 10, Paso 1C; p. 12, Pasos 1B, 2B, 2C; p. 16, Paso 3A; p. 19, Actividad 8, Paso 2; p. 20, Paso 3; p. 21, Actividad 9, Paso 3; p. 22, Paso 4B; p. 23, Paso 2; p. 24, Actividad 11, Paso 2; p. 25, Actividad 12, Paso 2; p. 26, Actividad 13, Paso 2; p. 28, Actividad 14, Paso 2; p. 28, Actividad 14, Paso 3; p. 30, Pasos 2A 2B, 3A; p. 31, Actividad 16, Paso 1A; p. 32, Paso 1C; p. 32, Paso 2C; p. 40, Actividad 18, Paso 1A; p. 41, Pasos 2B &amp; 3B; p. 48, Pasos 2 &amp; 3; p. 50, Actividad 23, Paso 1; p. 62, Actividad 1, Paso 2; p. 63, Actividad 2, Pasos 1 &amp; 2; p. 64, Actividad 3, Paso 1; p. 73, Actividad 6, Paso 1; p. 76, Pasos 2A &amp; 2B; p. 82, Paso 4; p. 85, Paso 3C; p. 88, Paso 4B; p. 89, En camino A, Paso 3; p. 94, Paso 3; p. 96, Paso 3; p. 99, Pasos 2 &amp;</p>

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	<p>needs in familiar situations.</p> <p>d) use practiced or memorized expressions to begin to indicate various time frames.</p>		<p>3B; p. 102, Paso 2B; p. 103, Paso 3; p. 105, Paso 2B; p. 106, Actividad 18, Paso 1; p. 111, En camino B, Paso 2; p. 114, Vive entre culturas, Interpersonal Assessment; p. 125, Paso 3; p. 135, Pasos 2 &amp; 3; p. 138, Paso 4; p. 142, Paso 2; p. 150, Actividad 14, Paso 1; p. 158, Actividad 16, Paso 1; p. 159, Paso 3; p. 167, Paso 3; p. 174, Actividad 1, Paso 2; p. 179, Actividad 4, Paso 1; p. 182, Paso 3B; p. 183, Actividad 5, Paso 1; p. 184, Paso 4; p. 187, Paso 2; p. 191, Paso 2; p. 197, Paso 2B; p. 199, Paso 2B; p. 200, Paso 3; p. 211, Paso 1; p. 216, Paso 4; p. 228, Actividad 1, Paso 2; p. 229, Paso 3; p. 230, Actividad 3, Pasos 1-2; p. 235, Paso 3; p. 241, Paso 2; p. 243, Actividad 8, Paso 1; p. 247, Actividad 9, Paso 1; p. 250, Paso 2; p. 260, Paso 2; p. 280, Paso 3; p. 281, Paso 3; p. 285, Interpersonal Assessment; p. 291, Actividad 2, Paso 2; p. 307, Paso 3; p. 311, Paso 2A; p. 334, Paso 3B; p. 339, Actividad 16, Paso 1.</p> <p><b>b)</b> p. 7, Actividad 2, Paso 1; p. 8, Paso 2; p. 12, Paso 1B; p. 24, Actividad 11, Paso 2; p. 28, Actividad 14, Paso 3; p. 30, Paso 2B; p. 31, Actividad 16, Paso 1A; p. 38, Paso 2B; p. 41, Paso 3B; p. 57, Interpersonal Assessment; p. 62, Actividad 1, Paso 3; p. 106, Actividad 18, Paso 1; p. 108, Actividad 19, Paso 1B; p. 131, Actividad 6, Paso 1; p. 135, Pasos 2 &amp; 3; p. 137, Actividad 8, Paso 1; p. 150, Actividad 14, Paso 1; p. 158, Actividad 16, Paso 1; p. 162, Paso 3; p. 163, Actividad 18, Paso 1A; p. 167, Paso 3; p. 209, Paso 2; p. 211, Paso 1; p. 230, Actividad 3, Paso 1; p. 258, Paso 2; p. 264, Paso 3A; p. 266, Paso 4A; p. 271, Paso 2B; p. 277, ¡Prepárate!; p. 281, Paso 3; p. 297, Actividad 4, Paso 1A; p. 300, Paso 2B; p. 306, Actividad 6, Paso 1; p. 324, Paso 3; p. 325, Actividad 12, Paso 1; p. 334, Paso 3B; p. 335, Paso 1B.</p> <p><b>c)</b> p. 89, En camino A, Paso 3; p. 149, Pasos 2 &amp; 3B; p. 150, Paso 2B; p. 151, Paso 2; p. 157, Paso 2; p. 218, Paso 3 &amp; ¡Prepárate!; p. 219, Paso 2; p. 222, Interpersonal Assessment; p. 260, Paso 2; p. 272, Paso 4; pp. 272-273, Actividad 16, Paso 1; p. 274, Paso 3; p. 277, Paso 3; p. 307, Paso 3; p. 310, Paso 4B; p. 316, Paso 3; p. 318, Paso 2; p. 328, Paso 2B; p. 333, Paso 2; p. 344, Interpersonal Assessment.</p> <p><b>d)</b> Estrategia p. 87; Observa 5 p.100; Expresiones útiles p.102; En camino B p.111;</p>
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				Síntesis de gramática p.112; Vive entre culturas p. 114-115; Actividad 4 Pasos 1,2,3; Recuerda p. 125; Observa 1 p.140-142, Expresiones útiles p. 142; Síntesis de gramática p. 152; Síntesis de gramática p.168 Paso 5 p.193; Observa 3 p. 201-202; Síntesis de gramática p.204;Actividad 2 Pasos1, 2, 3 pp. 228-229; Recuerda p. 229; Observa 1 p. 239-243; Observa 2 p. 245-247; Síntesis de gramática p. 251; Observa 1 p. 302-305; Observa 2 p.331, Síntesis de gramática p. 342.
<b>These materials meet with at least 80% of C1.1 standards required for Level 2 Modern Alphabetic Language courses.</b>		Yes X	No	<b>Notes (Optional)</b>
<b>Performance Level</b>	<b>Standard C1.2 Interpretive Communication-Listening</b>	Yes X	No	<b>Evidence (e.g., page numbers and/or examples of inclusion)</b>
	Demonstrate understanding, interpret, and analyze what is heard on a variety of topics.			
<b>Novice High (NH) ML.C1.2.NH.a-d</b>	<p><b>Novice High Learners begin to recognize simple sentences to</b></p> <ul style="list-style-type: none"> <li>a) comprehend basic questions or statements on familiar topics.</li> <li>b) understand simple information when presented with pictures, graphs, and other visual supports.</li> <li>c) indicate the main idea of a simple conversation on familiar topics.</li> <li>d) follow the narrative of a simple story being read aloud.</li> </ul>			<p><b>a)</b> p. 4, Encuentro intercultural; p. 11, Actividad 4, Paso 1A; p. 15, Actividad 5, Paso 1; p. 18, Actividad 7, Pasos 1 &amp; 2; p. 20, ¡Prepárate!; p. 24, Actividad 11, Paso 1; p. 28, Actividad 14, Paso 3; p. 29, Actividad 15, Paso 1; p. 40, Actividad 18, Paso 2A; p. 41, Enfoque cultural (*Enfoque cultural is ¿Sabías que...? In the first printing of the <i>EntreCulturas</i> series); p. 50, Actividad 23, Paso 2A; p. 52, En camino B, Paso 1; p. 56, Vive entre culturas, Interpretive Assessment; p. 60, Encuentro intercultural; p. 66, Actividad 4, Paso 1; p. 70, Paso 2; p. 85, Actividad 11, Paso 1; p. 93, Actividad 12, Pasos 1 &amp; 2; p. 94, Enfoque cultural; p. 96, Actividad 13, Paso 1; p. 100, Actividad 15; p. 105, Paso 3; p. 106, Actividad 18, Paso 1; p. 108, Actividad 19, Pasos 1A &amp; 1B; p. 111, En camino B, Paso 1; p. 114, Vive entre culturas, Interpretive Assessment, Paso 1; p. 131, Actividad 6, Paso 2; p. 134, Actividad 7, Paso 1; p. 136, Paso 4; p. 142, Paso 3; p. 148, Actividad 13, Paso 1; p. 151, Paso 2; p. 159, Paso 2; p. 169, Interpretive Assessment, Paso 1; p. 180, Paso 2; p. 182, Paso 3A; p. 202, Paso 4; p. 208, Actividad</p>

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			<p>12, Paso 1; p. 212, Paso 2; p. 216, Actividad 15, Paso 1; p. 222, Interpretive Assessment; pp. 228-229, Actividad 2, Pasos 1-2; p. 233, Actividad 4, Paso 1A-B; p. 262-263, Actividad 13, Paso 1A-B; p. 302, Actividad 5, Paso 1; p. 323, Actividad 11, Paso 1.</p> <p><b>b)</b> p. 4, Encuentro intercultural; p. 6, Actividad 1, Paso 1; p. 11, Actividad 4, Paso 1A; p. 15, Actividad 5, Pasos 1 &amp; 2; p. 17, Actividad 6, Paso 1; p. 18, Actividad 7, Paso 1; p. 20, ¡Prepárate!; p. 24, Actividad 11, Paso 1; p. 29, Actividad 15, Paso 1; p. 32, Paso 2A; p. 41, Enfoque cultural; p. 66, Actividad 4, Paso 1; p. 69, Actividad 5, Paso 1; p. 93, Actividad 12, Paso 2; p. 96, Actividad 13, Paso 1; p. 100, Actividad 15; p. 105, Paso 3; p. 106, Actividad 18, Paso 1; p. 134, Actividad 7, Paso 1; p. 136, Paso 4; p. 142, Paso 3; p. 148, Actividad 13, Paso 1; p. 150, Actividad 14, Paso 2; p. 151, Paso 2; p. 157, Paso 1B; p. 162, Paso 4A; p. 163, Actividad 18, Paso 1A; p. 175, Actividad 2, Paso 1; p. 187, Paso 3; p. 190, Actividad 7, Paso 1; p. 198, Actividad 9, Paso 1; p. 207, Paso 2; p. 208, Actividad 12, Paso 1; p. 215, Paso 3; p. 228, Actividad 1, Pasos 1 &amp; 3; p. 240, Actividad 6, Paso 1; p. 241, Actividad 7, Paso 1; p. 243, Actividad 8, Paso 2; p. 254, Actividad 10, Paso 1; p. 255, Paso 2; p. 262, Actividad 13, Paso 1A; p. 267, Actividad 14, Paso 1; p. 274, Actividad 17, Paso 1; p. 292, Actividad 3, Paso 1; p. 298, Paso 1B; p. 304, Paso 3; p. 323, Actividad 11, Paso 1; p. 326, Paso 2; p. 333, Paso 1B; p. 334, Paso 3A; p. 344, Interpretive Assessment.</p> <p><b>c)</b> p. 144, Actividad 11, Paso 1; p. 148, Actividad 13, Paso 1; p. 150, Actividad 14, Paso 2A; p. 179, Paso 2; p. 182, Paso 3A; p. 187, Paso 3; p. 208, Actividad 12, Paso 1; p. 228, Actividad 1, Paso 1; p. 236, Actividad 5, Paso 2; p. 267, Actividad 14, Pasos 1-2; p. 269, Actividad 15, Paso 1; p. 279, Actividad 18, Paso 1; p. 328, Paso 2A; p. 333, Paso 1B; p. 341, Paso 1.</p> <p><b>d)</b> Teacher Edition (TE) note: p. 32, 102, 197; Student edition (SE): Actividad 15 p. 29; Actividad 11 Paso 1 p. 85; Estrategia p. 38; En camino B Paso 1 p. 52; Vive entre culturas: Interpretive Assessment p. 169; Actividad 2 Paso 1.</p>
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<p><b>Intermediate Low (IL)</b> <b>ML.C1.2.IL.a-b</b></p>	<p><b>Intermediate Low Learners recognize basic sentences to</b></p> <p>a) determine the main idea of texts and interactions related to everyday life.</p> <p>b) follow questions and simple statements on familiar topics when participating in a conversation.</p>		<p><b>a)</b> p. 20, ¡Prepárate!; p. 24, Actividad 11, Paso 1; p. 28, Actividad 14, Paso 3; p. 29, Actividad 15, Paso 1; p. 32, Paso 2A; p. 40, Actividad 18, Paso 2A; p. 41, Enfoque cultural; p. 50, Actividad 23, Paso 2A; p. 52, En camino B, Paso 1; p. 56, Vive entre culturas, Interpretive Assessment; p. 60, Encuentro intercultural; p. 66, Actividad 4, Paso 1; p. 69, Enfoque cultural; p. 70, Paso 2; p. 85, Actividad 11, Paso 1; p. 93, Actividad 12, Pasos 1 &amp; 2; p. 94, Enfoque cultural; p. 105, Paso 3; p. 108, Actividad 19, Pasos 1A &amp; 1B; p. 111, En camino B, Paso 1; p. 114, Vive entre culturas, Interpretive Assessment, Paso 1; p. 131, Actividad 6, Paso 2; p. 134, Actividad 7, Paso 1; p. 142, Paso 3; p. 148, Actividad 13, Paso 1; p. 150, Actividad 14, Paso 2; p. 151, Paso 2; p. 157, Paso 1B; p. 159, Paso 2; p. 162, Paso 4A; p. 163, Actividad 18, Paso 1A; p. 169, Interpretive Assessment, Paso 1; p. 175, Actividad 2, Paso 1; p. 180, Paso 2; p. 182, Paso 3A; p. 187, Paso 3; p. 202, Paso 4; p. 207, Paso 2; p. 208, Actividad 12, Paso 1; p. 212, Paso 2; p. 216, Actividad 15, Paso 1; p. 222, Interpretive Assessment; p. 228, Actividad 1, Pasos 1 &amp; 3; pp. 228-229, Actividad 2, Pasos 1-2; p. 233, Actividad 4, Paso 1A-B; p. 243, Paso 2; p. 254, Actividad 10, Paso 1; p. 255, Paso 2; p. 262-263, Actividad 13, Paso 1A-B; p. 265, Paso 3B; p. 298, Paso 1B; p. 302, Actividad 5, Paso 1; p. 310, Paso 4A; p. 314, Actividad 9, Paso 1A; p. 323, Actividad 11, Paso 1; p. 344, Interpretive Assessment.</p> <p><b>b)</b> p. 151, Paso 2; p. 215, Paso 3; p. 298, Paso 1B; p. 310, Paso 4A; p. 12, Pasos 1B &amp; 2B; p. 22, Paso 4B; p. 23, Paso 2; p. 30, Pasos 2B &amp; 3A; p. 31, Actividad 16, Paso 1A; p. 32, Paso 2C; p. 37, Actividad 17, Paso 1; p. 38, Paso 2B; p. 40, Actividad 18, Paso 1A; p.41, Pasos 2B &amp; 3B; p. 46, Actividad 20, Paso 2; p. 48, Pasos 2 &amp;3; p. 49, Paso 2; p. 50, Actividad 23, Paso 1; p. 57, Interpersonal Assessment; p. 62, Actividad 1, Paso 2; p. 63, Actividad 2, Pasos1 &amp; 2; p. 64, Actividad 3, Paso 1; p. 73, Actividad 6, Paso 1; p. 73,Actividad 6, Paso 3; p. 76, Pasos 2A &amp; 2B; p. 76, Actividad 8, Paso1; p. 77, Paso 2; p. 82, Paso 4; p. 85, Paso 3C; p. 88, Paso 4B; p.89, En camino A, Paso 3; p. 94, Paso 3; p. 97, Paso 3; p. 99, Pasos2 &amp; 3B; p. 102, Paso 2B; p. 103, Paso 3; p. 105, Paso 2B; p. 106,Actividad 18, Paso 1; p. 125, Paso 3; p. 131, Actividad 6, Paso 1;p. 132, Paso 3; p. 135, Pasos 2 &amp; 3; p. 137, Actividad 8, Paso 1; p.138, Paso 4; p. 142, Paso 2; p. 150,</p>
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<b>Note:</b> There are instances in the standards where examples are given. The following should be used as a reference for when for those examples: <b>e.g.:</b> "for example"; examples that could be used, but examples are not limited to those listed						
<b>These materials meet with at least 80% of C1.2 standards required for Level 2 Modern Alphabetic Language courses.</b>				<b>Yes</b>  <b>X</b>	<b>No</b>	<b>Notes (Optional)</b>
<b>Performance Level</b>	<b>Standard C1.3 Interpretive Communication- Reading</b>	<b>Yes</b>  <b>X</b>	<b>No</b>	<b>Evidence (e.g., page numbers and/or examples of inclusion)</b>		
	Interpret, analyze, and demonstrate understanding of written materials on a variety of topics.					
<b>Novice High (NH) ML.C1.3.NH.a-c</b>	<b>Novice High Learners begin to recognize simple sentences to</b>  a) understand short, simple texts on familiar topics.  b) understand the main idea of short published material (e.g., schedules, brochures, birthday cards, public			a) p. 4; p. 5; p. 9, Actividad 3, Paso 1B; p. 17, Actividad 6, Paso 2; p. 19, Actividad 8, Pasos 1 & 2; p. 24, Actividad 11, Paso 2; p. 25, Actividad 12, Paso 1; p. 27, Observa 1; p. 31, Actividad 16, Paso 1A; p. 34, En camino A, Paso 1; p. 38, Paso 2A; p. 39, Paso 3; p. 42, Observa 2; p. 43, Actividad 19, Paso 1A; p. 44, Paso 1B; p. 45, Paso 2; p. 51, Paso 2B; p. 60-61, Encuentro intercultural; p. 63, Actividad 2, Paso 3; p. 72, Observa 1; p. 74, Observa 2; p. 82, Observa 3; p. 83, Actividad 10, Pasos 1 & 2; p. 84, Observa 4 & Paso 3A; p. 89, En camino A, Paso 2; p. 98, Actividad 14, Paso 1; p. 100, Observa 5; p. 104, Actividad 17, Paso 1; p. 107, Paso 3; pp. 118-119; p. 120,		

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	<p>notices, signs).</p> <p>c) comprehend simple descriptions with visual support.</p>		<p>Paso 1; p. 122, Paso 1; p. 123, Paso 1; p. 137, Actividad 8, Paso 2; p. 139, Actividad 9, Paso 1; p. 146, Observa 2; p. 147, Actividad 12, Paso 1; p. 149, Paso 2; p. 156, Actividad 15, Paso 1A; p. 175, Actividad 3, Paso 1; p. 176, Paso 2; p. 181, Observa 1; p. 200, Actividad 10, Paso 1; p. 208, Paso 3; p. 217, Paso 2; pp. 226-227; p. 226, Actividad 5, Paso 1; p. 239, Observa 1; p. 245, Observa 2; p. 256, Observa 3; p. 261, Observa 4; p. 263, Paso 2; p. 278, Observa 5; p. 284, Interpretive Assessment; pp. 288-289; p. 301, Paso 3; p. 308-309, Actividad 7, Pasos 1-2; p. 310, Paso 3; p. 318, Paso 1; p. 331, Observa 2.</p> <p><b>b)</b> p. 24, Actividad 11, Paso 2; p. 31, Actividad 16, Paso 1A; p. 34, En camino A, Paso 1; p.60-61, Encuentro intercultural; p. 78, “Pelos” &amp; Enfoque cultural; p. 78, Enfoque cultural; p. 79-80, Pasos 2A &amp; 2B; p. 89, En camino A, Paso 2; p. 98, Actividad 14, Paso 1; p. 104, Actividad 17, Paso 1; p. 121, Enfoque cultural; p. 132, Enfoque cultural; p. 138, Enfoque cultural; p. 160, Enfoque cultural; p.161, Paso 2; p. 163, Enfoque cultural; p. 164, Enfoque cultural; p. 164-165, Paso 2B; p. 167, Paso 1; p. 184, Paso 3; p. 186, Actividad 6, Paso 1; p. 189, Enfoque cultural; pp. 194-195, Recipes for Observa 2; p. 198, Enfoque cultural; p. 203, Paso 1; p. 212, Enfoque cultural; p. 213, Enfoque cultural; p. 216, Enfoque cultural; p. 233, Enfoque cultural; p. 234, Enfoque cultural; p. 238, Enfoque cultural; p. 244, Paso 3; p. 247, Actividad 9, Paso 1; p. 248, Paso 2; p. 249, Paso 4A; p. 250, Paso 1; p. 270, Paso 2A; p. 273, Enfoque cultural; p. 275, Enfoque cultural; p. 284, Interpretive Assessment; p. 290, Actividad 1, Paso 1; p. 292, Enfoque cultural; p. 299, Paso 3A; p. 303, Enfoque cultural; p. 313, Enfoque cultural; p. 323, Paso 1; p. 324, Enfoque cultural; p. 329, Paso 3A; p. 329, Enfoque cultural; p. 332, Enfoque cultural; p. 333, Paso 2; p. 336, Enfoque cultural; p. 337, Enfoque cultural; p. 336, Paso 2A; p. 338, Enfoque cultural p. 142, Paso 3; p. 264, Paso 3A; p. 276, Paso 2; p. 281, Paso 1; p. 306, Actividad 6, Paso 1; p. 317, Actividad 10, Paso 1; p. 323, Actividad 11, Paso 1.</p> <p><b>c)</b> p. 5; p. 19, Actividad 8, Paso 2; p. 34, En camino A, Paso 1; p. 37, Así se dice 7; p. 38, Paso 2A; p. 43, Así se dice 8; p. 43, Actividad 19, Paso 1A; p. 44, Paso 1B; p. 51,</p>
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				Paso 2B; p.60-61, Encuentro Intercultural; p. 75, Actividad 7, Paso 1; p. 83, Actividad 10, Pasos 1 & 2; p. 84, Observa 4; p. 98, Actividad 14, Paso 1; p. 107, Paso 3; pp. 118-119; p. 128, Actividad 5, Paso 1; p. 129, Paso 3; p. 139, Actividad 9, Paso 1; p. 140, p. 142, Paso 3 Observa 1; p. 160, Enfoque cultural; pp. 172-173; p. 174, Actividad 1, Paso 1; p. 179, Enfoque cultural; p. 182, Paso 3B; p. 184, Pasos 2-3; p. 192, Paso 3; p. 208, Paso 3; p. 211, Paso 1; pp. 226-227; ; p. 264, Paso 3A p. 276, Paso 2; p. 281, Paso 1, p. 284, Interpretive Assessment; pp. 288-289; p. 299, Paso 2A; p. 306, Actividad 6, Paso 1; p. 312.
<b>Note:</b> <i>There are instances in the standards where examples are given. The following should be used as a reference for when for those examples: e.g.: "for example"; examples that could be used, but examples are not limited to those listed</i>				
<b>Intermediate Low (IL) ML.C1.3.II.a-c</b>	<b>Intermediate Low Learners recognize basic sentences to</b>  a) understand short texts of personal interest. b) identify some basic information needed to fill out forms. c) infer basic information from a variety of media (e.g., weather reports, job postings).			<p>a) p. 31, Actividad 16, Paso 1A; p. 38, Paso 2A; p.60-61, Encuentro Intercultural; p. 63, Actividad 2, Pasos 1, 2, 3; p. 65, Enfoque cultural; p. 78, “Pelos” &amp; Enfoque cultural; p. 78, Enfoque cultural; p. 79-80, Pasos 2A &amp; 2B; p. 89, En camino A, Paso 2; p. 98, Actividad 14, Paso 1; p. 104, Actividad 17, Paso 1; pp. 118-119; p. 120, Paso 1; p. 122, Paso 1; p. 123, Paso 1; p. 132, Enfoque cultural; p. 140, Observa 1; p. 181, Observa 1; p. 201, Observa 3; p. 202, Paso 4; p. 203, Paso 1; p. 212, ¡Prepárate!; p. 214, Paso 2A; p. 217, Paso 2; p. 226, Actividad 5, Paso 1; p. 239, Observa 1; p. 244, Paso 3; p. 245, Observa 2; p. 256, Observa 3; p. 261, Observa 4; p. 270-271, Paso 2A-B; p. 278, Observa 5; p. 279, Actividad 18, Paso 2A; p. 280, Paso 2B; p. 293-294, Pasos 3A-B; p. 301, Paso 3; p. 302, Observa 1; p. 316, Paso 3; p. 329, Paso 3A; p. 339, Actividad 16, Paso 2.</p> <p>b) En camino A p. 89; Actividad 1 p. 120-121; En Camino B p. 219; Interpretive Assessment p. 284; Actividad 4 p. 297-298; Enfoque cultural p.303; Actividad 6 Paso 2 p. 306-307.</p> <p>c) Actividad 17 Paso 2 p.161; Actividad 18 Paso 2B p. 164-165; Actividad 13 Paso 1 p. 211; Actividad 13 Paso 3A p. 264; Actividad 17 Paso 2 p. 276; En camino B p. 281; Enfoque cultural p.290; Actividad 12 Paso 1 p. 325.</p>

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<b>These materials meet with at least 80% of C1.3 standards required for Level 2 Modern Alphabetic Language courses.</b>		<b>Yes</b> X	<b>No</b>	<b>Notes (Optional)</b>
<b>Performance Level</b>	<b>Standard C1.4 Presentational Communication-Speaking</b>	<b>Yes</b> X	<b>No</b>	<b>Evidence (e.g., page numbers and/or examples of inclusion)</b>
	Present information on multiple topics for a variety of purposes using appropriate formats, considering the intended audience.			
<b>Novice High (NH) ML.C1.4.NH.a-c</b>	<p><b>Novice High Learners begin to use simple sentences to</b></p> <ul style="list-style-type: none"> <li>a) describe a familiar event, experience, or topic.</li> <li>b) present basic information about a familiar person, place, or thing.</li> <li>c) give basic instructions.</li> </ul>			<p><b>a)</b> p. 42, ¡Prepárate!; p. 45, Paso 3; p. 49, Paso 3B; p. 62, Actividad 1, Paso 4; p. 63, Actividad 2, Paso 3; p. 73, Actividad 6, Paso 2; p. 77, Paso 3; p. 95, ¡Prepárate!; p. 103, ¡Prepárate!; p. 164, Paso 1C; p. 210, Paso 5; p. 212, ¡Prepárate!; p. 223, Presentational Assessment; p. 234, Paso 2B; p. 242, ¡Prepárate!; p. 266, Paso 4B; p. 285, Presentational Assessment; p. 341, Paso 3.</p> <p><b>b)</b> p. 30, Paso 3B; p. 32, Paso 1C; p. 40, Actividad 18, Paso 1B; p. 57, Presentational Assessment; p. 62, Actividad 1 Paso 4; p. 63, Actividad 2, Paso 3; p. 73, Actividad 6, Paso 2; p. 77, Paso 3; p. 95, ¡Prepárate!; p. 124, Pasos 2 &amp; 3; p. 129, Pasos 2 &amp; 3; p. 130, Paso 4; p. 135, Paso 2; p. 164, Paso 1C; p. 174, Actividad 1, Paso 3; p. 248, Paso 2e; p. 285, p. 291, Paso 3 Presentational Assessment; p. 312, Paso 4.</p> <p><b>c)</b> p. 42, ¡Prepárate!; p. 45, Paso 3; p. 49, p. 57, Presentational Assessment; p. 73, Actividad 6, Paso 2; p. 103, Paso 2; p.107, Paso 4; p. 111, En camino B, Paso 3B; p. 135, Paso 2; p. 138, Paso 4; Paso 3B; p. 197, ¡Prepárate!; p. 203, Paso 3; p. 213, Actividad 14, Paso 1; p. 223, Presentational Assessment; p. 277, ¡Prepárate!; p. 330.</p>

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<b>These materials meet with at least 80% of C1.4 standards required for Level 1 Modern Alphabetic Language courses.</b>		<b>Yes</b>	<b>No</b>	<b>Notes (Optional)</b>
		<b>X</b>		
<b>Intermediate Low (IL) ML.C1.4.IL.a-e</b>	<p><b>Intermediate Low Learners create basic sentences to</b></p> <ul style="list-style-type: none"> <li>a) describe people, activities, events, and experiences.</li> <li>b) express needs, wants, and preferences on topics of interest.</li> <li>c) interpret and discuss instructions, directions, and maps.</li> <li>d) present songs, short skits, or dramatic readings.</li> <li>e) use practiced or memorized expressions to begin to indicate various time frames.</li> </ul>			<p><b>a)</b> p. 30, Paso 3B; p. 32, Paso 1C; p. 40, Actividad 18, Paso 1B; p. 49, Paso 3B; p. 57, Presentational Assessment; p. 62, Actividad 1, Paso 4; p. 63, Actividad 2, Paso 3; p. 73, Actividad 6, Paso 2; p. 77, Paso 3; p. 95, ¡Prepárate!; p. 107, Paso 4; p. 111, En camino B, Paso 3B; p. 138, Paso 4; p. 164, Paso 1C; p. 174, Actividad 1, Paso 3; p. 210, Paso 5; p. 212, ¡Prepárate!; p. 223, Presentational Assessment; p. 234, Paso 2B; p. 242, ¡Prepárate!; p. 266, Paso 4B; p. 273, Paso 2; p. 285, Presentational Assessment; p. 291, Paso 3; p. 330, ¡Prepárate!; p. 341, Paso 3.</p> <p><b>b)</b> Actividad 3 Paso 2 p.10; Actividad 4 Pasos 2A,B,C p. 12; Actividad 9 Pasos 4A, 4B p. 21-22; Actividad 10 Pasos 1,2,3 p.22-323; Actividad 14 Paso 1 p.28; Actividad 3 p. 64; Actividad 6 Paso 3 p. 73; En Camino p. 71 ¡Prepárate!; En camino A, Paso 3 p. 89; Actividad 14 Paso 3A p.99, ¡Prepárate! p. 103; Actividad 5 Pasos 3,4 p.184; Actividad 6 Paso 4 p.188; Actividad 8 p. 243-244; Actividad 12 p. 259-260; Actividad 13 Paso 3A p. 264; En Camino B p.281; Vive Entre Culturas Paso 1 p.284; Actividad 4 Paso 3 p.301; Reflexión Intercultural p.308; Actividad 8 Pasos 1-3 p. 311; Actividad 9 Paso 3 p.316; Actividad 10 Paso 2 p.317; Actividad 13 Paso 2B p. 328; ¡Prepárate! p.330; Actividad 15 Pasos 2,3 p. 336-337; Vive Entre Culturas Paso 3 p.345.</p> <p><b>c)</b> Unidad 6 p. 296 – 345; Glosario de instrucciones p.ii; Recuerda p. 175; Actividad 13 148-149; Actividad 14 p. 150; En camino A p. 151; Recuerda p. 299.</p> <p><b>d)</b> Actividad 9 Paso 3. p. 139; Actividad 12 Paso 2 p. 260; Actividad 14 p. 267;</p>

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				<p>Actividad 15 Paso 4 p. 272; Actividad 13 Paso 2C p. 328; Presentational assessment p. 57; ¡Prepárate! p. 71; Actividad 6 Paso 3 p. 73; En camino A Paso 3 p. 89; ¡Prepárate! p. 95; ¡Prepárate! p. 242; En camino B p. 281; Presentational Assessment p. 285; Actividad 9 Paso 2 p. 315.</p> <p>e) Estrategia p. 87; Observa 5 p. 100; Expresiones útiles p. 102; En camino B p. 111; Síntesis de gramática p. 112; Vive entre culturas p. 114-115; Actividad 4 Pasos 1, 2, 3; Recuerda p. 125; Observa 1 p. 140-142, Expresiones útiles p. 142; Síntesis de gramática p. 152; Síntesis de gramática p. 168 Paso 5 p. 193; Observa 3 pp. 201-202; Síntesis de gramática p. 204; Actividad 2 Pasos 1, 2, 3 pp. 228-229; Recuerda p. 229; Observa 1 pp. 239-243; Observa 2 pp. 245-247; Síntesis de gramática p. 251; Observa 1 pp. 302-305; Observa 2 p. 331, Síntesis de gramática p. 342.</p>
<b><i>These materials meet with at least 80% of C1.4 standards required for Level 2 Modern Alphabetic Language courses.</i></b>		<b>Yes</b> <b>X</b>	<b>No</b>	<b>Notes (Optional)</b>
<b>Performance Level</b>	<b>Standard C1.5 Presentational Communication-Writing</b>	<b>Yes</b> <b>X</b>	<b>No</b>	<b>Evidence (e.g., page numbers and/or examples of inclusion)</b>
	Present information on multiple topics for a variety of purposes using appropriate formats, considering the intended audience.			

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<p><b>Novice High (NH)</b> <b>ML.C1.5.NH.a-c</b></p>	<p><b>Novice High Learners begin to use simple sentences to</b></p> <p>a) describe daily life in a letter, email, blog, or discussion board.</p> <p>b) describe a familiar experience or event using practiced material.</p> <p>c) ask for basic information.</p>		<p><b>a)</b> p. 11, Paso 3; p. 12, Paso 2A; p. 23, Paso 3; p. 34, En camino A, Paso 2; p. 48, ¡Prepárate!; p. 52, En camino B, Paso 2; p. 71, Paso 3B; p. 87, Paso 4A; p. 94, Paso 3; p. 109, Pasos 2A &amp; 2B; p. 121, Paso 2B; p. 122, Paso 2; p. 125, Paso 2; p. 138, Paso 3; p. 145, Paso 3; p. 151, Paso 3; p. 182, Paso 4; p. 199, Paso 3; p. 200, Actividad 10, Paso 2; p. 215, Paso 2; p. 219, Paso 3; p. 228, Actividad 1, Paso 3; p. 235, Paso 4; p. 280, Paso 2B; p. 292, Actividad 3, Paso 2; p. 301, Paso 3; p. 339, Actividad 16, Paso 2 p. 6, Actividad 1, Paso 2; p. 9, Actividad 3, Pasos 1A &amp; 1B; p. 10, Paso 2; p. 12, Paso 2B; p. 16, Paso 3A; p. 18, Paso 3; p. 18, Actividad 7, Paso 2b; p. 20, Paso 4; p. 21, Actividad 9, Pasos 1 &amp; 4A; p. 22, Actividad 10, Paso 1; p. 23, Paso 2; p. 28, Actividad 14, Paso 1; p. 32, Paso 1B; p. 32, Pasos 2A &amp; 2B; p. 34, En camino A, Paso 1; p. 37, Actividad 17, Paso 1; p. 40, Actividad 18, Paso 2A; p. 41, Paso 3A; p. 46, Actividad 20, Paso 1; p. 47, Actividad 21, Paso 1; p. 48, Actividad 22, Paso 1; p. 56, Vive entre culturas, Interpretive assessment; p. 62, Actividad 1, Pasos 1 &amp; 3; p. 64, Actividad 3, Paso 1; p. 70, Paso 3A; p. 75, Actividad 7, Paso 1; p. 79, Actividad 9, Pasos 1A &amp; 1B; p. 85, Pasos 3B &amp; 3C; p. 85, Actividad 11, Paso 1; p. 87, Paso 4A; p. 94, Paso 3; p. 97, ¡Prepárate!; p. 102, Actividad 16, Paso 1B; p. 105, Paso 2B; p. 111, En camino B, Paso 1; p. 114, Vive entre culturas, Interpretive Assessment, Paso 2; p. 245, Paso 2A; p. 149, Paso 2; p. 150, Actividad 14, Paso 2A; p. 162, Paso 4B; p. 163, Paso 1B; p. 196, Actividad 8, Paso 1A; p. 199, Paso 3; p. 215, Paso 2; p. 258, Paso 3; p. 271, Paso 3; p. 291, Actividad 2, Paso 1; p. 304, Paso 2; p. 311, Actividad 8, Paso 1; p. 312, Paso 4; p. 313, ¡Prepárate!; p. 332, Actividad 14, Paso 1A.</p> <p><b>b)</b> p. 6, Actividad 1, Paso 2; p. 9, Actividad 3, Pasos 1A &amp; 1B; p. 12, Paso 2B; p. 16, Pasos 3A &amp; 3B; p. 20, ¡Prepárate!; p. 23, Pasos 2,3; p. 31, Paso 4; p. 32, Paso 1B; p. 39, ¡Prepárate!; p. 41, Paso 3A; p. 46, Actividad 20, Paso 3; p. 47, Actividad 21, Paso 1; p. 48, ¡Prepárate!; p. 48, Paso 3A; p. 64, Actividad 3, Paso 2; p. 66, Actividad 4, Pasos 1 &amp; 2; p. 70, Paso 2; p. 85, Paso 3B; p. 86, Paso 2; p. 87, Paso 4A; p. 94, Paso 3; p. 96, Actividad 13, Paso 2; p. 101, Paso 2A; p. 104, Actividad 17, Paso 2; p. 105, ¡Prepárate!; p. 109, Pasos 2A &amp; 2B; p. 110, Paso 3B; p. 114, Vive entre culturas, Interpretive Assessment, Paso 2; p. 115, Vive entre culturas, Presentational assessment; p. 138, Paso</p>
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			<p>3; p. 145, Paso 3; p. 151, Paso 3; p. 157, Paso 3; p. 182, Paso 4; p. 200, Actividad 10, Paso 2; p. 219, Paso 3; p. 229, Paso 3; p. 242, ¡Prepárate!; p. 249, Paso 4B; p. 250, Paso 3; p. 311, Actividad 8, Paso 1; p. 318, Paso 3; p. 330, Paso 3B; p. 339, Actividad 16, Paso 2; p. 340, Paso 3; p. 162, Paso 4B; p. 166, ¡Prepárate!; p. 167, Paso 2; p. 169, Presentational Assessment, Paso 2; p. 174, Actividad 1, Paso 3; p. 179, Actividad 4, Paso 1; p. 235, Paso 3; p. 248, Paso 2d; p. 250, Paso 3; p. 290, Actividad 1, Pasos 1-2; p. 301, ¡Prepárate!; p. 311, Paso 2B; p. 324, ¡Prepárate!; p. 326, Paso 3; p. 345, Presentational Assessment.</p> <p>c) p. 10, Paso 2; p. 63, Actividad 2, Paso 1; p. 102, Paso 2B; p. 122, Paso 2; p. 203, Paso 3; p. 215, Paso 2; p. 336, Paso 2B; p. 341, Paso 2.</p>
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<p><b>Intermediate Low (IL) ML.C1.5.IL.a-f</b></p>	<p><b>Intermediate Low Learners create basic sentences to</b></p> <ul style="list-style-type: none"> <li>a) describe people, activities, events, and experiences.</li> <li>b) prepare materials for a presentation.</li> <li>c) give basic instructions on how to make or do something.</li> <li>d) write about topics of student interest.</li> <li>e) ask questions to obtain information.</li> <li>f) use practiced or memorized expressions to begin to indicate various time frames.</li> </ul>		<p>a) p. 20, ¡Prepárate!; p. 22, Actividad 10, Paso 1; p. 23, Paso 3; p. 25, Actividad 12, Paso 2; p. 26, Actividad 13, Paso 1; p. 27, Paso 3A; p. 28 Paso 3B; p. 28, Actividad 14, Paso 1; p. 29, Paso 4; p. 31, Paso 4; p. 32, Paso 1B; p. 33, ¡Prepárate!; p. 34, En camino A, Pasos 2 &amp; 3; p. 39, ¡Prepárate!; p. 47, Actividad 21, Paso 1; p. 48, ¡Prepárate!; p. 48, Paso 3A; p. 52, En camino B, Paso 2; p. 62, Paso 3; p. 64, Actividad 3, Paso 2; p. 70, Paso 3A; p. 71, Paso 3B; p. 75, Actividad 7, Paso 1; p. 81, Pasos 3A &amp; 3B; p. 86, Pasos 2 &amp; 3A; p. 87, Paso 4A; p. 89, En camino A, Paso 1; p. 94, Paso 3; p. 95, ¡Prepárate!; p. 96, Actividad 13, Paso 2; p. 99, Paso 3A; p. 101, Paso 2A; p. 102, Paso 3; p. 109, Pasos 2A &amp; 2B; p. 110, Paso 3B &amp; ¡Prepárate!; p. 115, Vive entre culturas, Presentational assessment; p. 121, Paso 2B; p. 125, Paso 2; p. 133, Pasos 4A-B; p. 138, Pasos 3 &amp; 5; p. 143, ¡Prepárate!; p. 145, Paso 3; p. 151, Paso 3; p. 157, Paso 3; p. 162, Paso 4B; p. 165, Paso 3; p. 166, ¡Prepárate!; p. 167, Paso 2; p. 169, Presentational Assessment, Paso 2; p. 174, Actividad 1, Paso 3; p. 175, Actividad 2, Paso 2; p. 182, Paso 4; p. 200, Actividad 10, Paso 2; p. 209, Paso 3; p. 219, Paso 3; p. 228, Actividad 1, Paso 3; p. 229, Paso 3; p. 235, Paso 3; p. 241, Actividad 7, Paso 1; p. 242, ¡Prepárate!; p. 246, Paso 4; p. 249, Paso 4B; p. 250, Paso 3; p. 259, Actividad 12, Paso 1; p. 268, Paso 3; p. 280, Paso 2B; p. 301, ¡Prepárate!; p. 305, Paso 4; p. 311, Actividad 8, Paso 1; p. 311, Paso 2B; p. 318, Paso 3; p. 326, Paso 3; p. 330, Paso 3B; p. 339, Actividad 16, Paso 2; p. 340.</p> <p>b) Paso 3 p. 31, Paso 4; p. 33, ¡Prepárate!; p. 34, En camino A, Paso 3; p. 40, Actividad 18, Paso 1B; p. 48, Paso 3A; p. 52, En camino B, Paso 3; p. 70, Paso 3A; p. 71, Paso 3B; p. 79, Actividad 9, Paso 1A; p. 95, ¡Prepárate!; p. 99, Paso 3A; p. 102, Paso 3; p. 110, Paso 3B &amp; ¡Prepárate!; p. 111, En camino B, Paso 3B; p. 115, Vive entre culturas, Presentational assessment; p. 121, Paso 2A; p. 123, Paso 1; p. 124, Actividad 4, Paso 1; p. 125, Paso 3; p. 133, Paso 4B; p. 139, Paso 2; p. 149, Paso 3A; p. 165, Paso 3; p. 166, ¡Prepárate!; p. 167, Paso 2; p. 169, Presentational Assessment, Paso 2; p. 174, Actividad 1, Paso 3; p. 188, Paso 4; p. 193, Paso 5; p. 197, ¡Prepárate!; p. 203, Paso 2; p. 213, Actividad 14, Paso 1; p. 242, ¡Prepárate!; p. 248, Paso 2; p. 267, Actividad 14, Paso 2; p. 291, Paso 3; p. 315, Paso 2; p. 337, Paso 3; p. 338, ¡Prepárate!; p. 341.</p>
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			<p><b>c)</b> Paso 3 p. 16, ¡Prepárate!; p. 21, Actividad 9, Paso 4A; p. 22, Actividad 10, Paso 1; p. 23, Paso 3; p. 25, Actividad 12, Paso 2; p. 26, Actividad 13, Paso 1; p. 29, Paso 4; p. 31, Paso 4; p. 32, Paso 1B; p. 34, En camino A, Paso 3; p. 70, Paso 3A; p. 71, Paso 3B; p. 81, Pasos 3A &amp; 3B; p. 87, Paso 4A; p. 95, ¡Prepárate!; p. 96, Actividad 13, Paso 2; p. 97, ¡Prepárate!; p. 99, Paso 3A; p. 101, Paso 2A; p. 102, Paso 3; p. 104, Actividad 17, Paso 2; p. 105, ¡Prepárate!; p. 110, Paso 3B &amp; ¡Prepárate!; p. 115, Vive entre culturas, Presentational assessment; p. 122, Paso 2; p. 124, Paso 2; p. 125, Paso 2; p. 125, Paso 2; p. 133, Pasos 4A-B; p. 157, Paso 3; p. 203, Paso 2; p. 228, Actividad 1, Paso 3; p. 235, Paso 3; p. 248, Paso 2d; p. 249, Paso 4B; p. 250, Paso 3; p. 258, Paso 3; p. 259, Actividad 12, Paso 1; p. 301, ¡Prepárate!; p. 324, ¡Prepárate!; p. 330.</p> <p><b>d)</b> Paso 3B p. 86, Paso 3B; p. 104, Actividad 17, Paso 2; p. 149, Paso 2; p. 149, Paso 3A; p. 176, Paso 2; p. 196, Actividad 8, Pasos 1B &amp; 2A; p. 203, Paso 2; p. 219, Paso 3; p. 301, Paso 3; p. 301, ¡Prepárate!; p. 338, ¡Prepárate!; p. 345, Presentational Assessment p. 10, Paso 2; p. 63, Actividad 2, Paso 1; p. 102, Paso 2B; p. 122, Paso 2; p. 169, Interpersonal Assessment, Paso 3; p. 215, Paso 2; p. 336, Paso 2B; p. 341, Paso 2.</p> <p><b>e)</b> p. 7, Actividad 2, Paso 1; p. 8, Paso 2; p. 12, Paso 1B; p. 26 Actividad 13 Paso 2; p. 30, Paso 2B; p. 38, Paso 2B; p. 40 Actividad 18 Paso 1A; p. 106; p. 135, Pasos 2 &amp; 3; p. 138 Paso 4; p. 150, Actividad 14, Paso 2B; p. 158 Paso 4A; p. 167, Paso 3; p. 174 Paso 2; p. 209, Paso 4; p. 211, Paso 1; p. 250 En camino A Paso 2; p. 266, Paso 4A; p. 285 Interpersonal Assessment; p. 306, Actividad 6, Paso 1; p. 311 Paso 2A.</p> <p><b>f)</b> ) Estrategia p. 87; Observa 5 p.100; Expresiones útiles p.102; En camino B p.111; Síntesis de gramática p.112; Vive entre culturas p. 114-115; Actividad 4 Pasos 1,2,3; Recuerda p. 125; Observa 1 p.140-142, Expresiones útiles p. 142; Síntesis de gramática p. 152; Síntesis de gramática p.168 Paso 5 p.193; Observa 3 p. 201-202; Síntesis de gramática p.204; Actividad 2 Pasos 1,2,3 p.228-229; Recuerda p. 229; Observa 1 p. 239-243; Observa 2 p. 245-247; Síntesis de gramática p. 251; Observa 1 p. 302-305; Observa 2 p.331, Síntesis de gramática p. 342.</p>
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<b><i>These materials meet with at least 80% of C1.5 standards required for Level 2 Modern Alphabetic Language courses.</i></b>	<b>Yes</b>  X	<b>No</b>	<b>Notes (Optional)</b>
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<b>CORNERSTONE: Culture (C2)</b>				
<b>Performance Level</b>	<b>Standard C2.1 <i>Relating Cultural Practices to Perspectives</i></b>	<b>Yes</b>	<b>No</b>	<b>Evidence (e.g., page numbers and/or examples of inclusion)</b>
<b>Novice Range (NR) ML.C2.1.NR.a-g</b>	<b>Novice Range Learners</b> a) use appropriate gestures and oral expressions in social interactions. b) identify authentic or simulated age-appropriate cultural activities (e.g., games or birthday celebrations).	X		a) Reflexión intercultural p. 97, 150, 234; Enfoque cultural p. 25,71,73,97,139, 147, 196, 234, 238, 271; Expresiones útiles p. 11, 99, 114, 121, 139, 184, 187, 215, 229, 238, 250,266, Actividad 13 Pasos 1-3 p. 96-97; Así se dice p.145, 187, 208, 236, 259; Estrategias p. 148, 209, 340; Actividad 13 p. 148-149; Actividad 14 p.150; Además se dice p. 150; En Camino A p. 151; Actividad 5 Paso 3 p. 237.  b) Actividad 15 p. 156-158; Actividad 16 p. 158-159; Reflexión intercultural p.

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	<p>c) use words and phrases to describe what people from the target culture are doing in texts or visual media (e.g., images, film, vase paintings, statues).</p> <p>d) list practices and ask simple questions after viewing media about everyday life.</p> <p>e) identify characteristics of culturally specific events.</p> <p>f) simulate age-appropriate practices from the target culture.</p> <p>g) identify cultural practices from authentic materials (e.g., videos or news articles).</p>		<p>159, 162; Actividad 17 p. 160-162; Enfoque Cultural p.160, 163, 164, 237, 240, 242, 249, En Camino B p. 167.</p> <p>c) Enfoque intercultural p. 4; Actividad 16 p.31; Actividad 7 Paso 1 p.75; Reflexión intercultural p. 78; Vive entre culturas p. 284-285 Enfoque cultural p. 290; Actividad 4 p. 297-301; Actividad 5 Paso 4 p. 305.</p> <p>d) Encuentro intercultural p. 4, 60, 118, 172, 226, 288; Actividad 5 Pasos 1,2,3 p. 15-16; Actividad 6 p. 17; Reflexión intercultural p.17, 24, 28, 51, 95; ¡Prepárate! P. 20; Actividad 11 Pasos 1, 2 p.24; Actividad 14 Pasos 1-3 p. 28; Actividad 16 Paso 2A, 2B, ¡Prepárate! p. 32-33; Actividad 18 Paso 2A, 2B, 3A, 3B p. 40-41; Actividad 23 Paso 2A, 2B P.50-51; En camino B p.52; Vive entre culturas: Interpretive Assessment Paso 1, 2 p. 56; Encuentro intercultural p. 60; Actividad 12 Pasos 1,2 p. 93; Actividad 13 p. 148-149; Actividad 11 p. 232-324; Actividad 14 p. 332-334.</p> <p>e) Encuentro intercultural p. 4, 60, 118, 172, 226, 288; Enfoque cultural p. 9, 45, 79, 163, 164, 198, 202, 237, 242, 338; En Camino B p. 167.</p> <p>f) Enfoque cultural p. 25; Actividad 15 Paso 4 p. 31; ¡Prepárate! p. 33, 166; En Camino A p. 89; Actividad 1 p. 210-121; Actividad 9 Pasos 1-3 p. 139; Actividad 8 Paso 2B p. 197; En camino A p. 203; Actividad 14 Paso 2B p. 215; Actividad 13 Paso 3A p. 264; Actividad 16 Paso 2 p. 273; En camino B p. 281; Actividad 2 p. 291; Actividad 9 Paso 1B p. 315; Actividad 10 p. 317; Actividad 14 p. 332-333.</p> <p>g) Encuentro intercultural p. 4, 60, 118, 172, 226, 288; Actividad 5 p. 15-16; Reflexión intercultural p. 17, 78,; Actividad 6 p. 17 Pasos 1, 2; ¡Prepárate! p.20, 42, ; Actividad 15 Paso 1 p. 29; Actividad 16 Paso 1, 2 p. 31-32; Actividad 23 Paso 2 p. 50-51; Actividad 12 p. 93-95; Actividad 19 p. 108-110; Actividad 5 p. 128; Actividad 6 Paso 2 p. 131; Actividad 9 Pasos 1-3 p. 139; Actividad 14 p. 150;</p>
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				Actividad 17 p. 161-162; Actividad 18 Paso 2B p. 164-165; Actividad 4 Paso 2 p. 180, Paso 4 p. 182; Enfoque cultural p. 212, 213; Actividad 15 Paso 2 p. 217; Actividad 1 p. 228; Actividad 10 Paso 1 p. 254; Actividad 11 Paso 1 p. 257; Actividad 15 Paso 2A p. 270; Vive entre culturas p. 284-285; Actividad 3 Paso 1 p. 292; Actividad 12 p. 325-326.	
<b>These materials meet with at least 80% of C2.1 standards required for Level 1 Modern Alphabetic Language courses.</b>			<b>Yes</b>  <b>X</b>	<b>No</b>	<b>Notes (Optional)</b>
<b>Note:</b> There are instances in the standards where examples are given. The following should be used as a reference for when for those examples: <b>e.g.:</b> "for example"; examples that could be used, but examples are not limited to those listed					
<b>Intermediate Range (IR) ML.C2.1.IR.a-h</b>	<b>Intermediate Range Learners</b>  a) examine, analyze, and exchange information on patterns of behavior typical of their peer group in the target culture.  b) identify and begin to use both formal and informal methods to interact with peers and adults.  c) observe or identify a variety of authentic or simulated age- appropriate cultural activities (e.g., games, sports, or entertainment).  d) investigate, draw comparisons between, and explain the interaction of practices and perspectives of the cultures studied.  e) identify and analyze cultural practices			a) Unidades 1-6 Unit goals p. 2, 58, 116, 170, 224, 286.  b) Enfoque cultural p. 196, 271; ¡Prepárate! p. 197; Actividad 14 Paso 2B p. 215; Informal methods with peers throughout Unidades 1-6.  c) Actividad 14 p. 98; Actividad 4 p. 233-234; Actividad 5 p. 236-238; Enfoque cultural p. 240, 242; Actividad 6 p. 240-241; Actividad 7 p.241-242; Actividad 8 p. 243-244; Actividad 9 p. 247-249; Actividad 17 p. 274-277; Vive entre culturas p.284-285; Jefferson Perez p.5; El ballet cubano p. 173; Sofía Mulánovich p. 227; Lionel Messi p. 289.  d) Enfoque cultural pp. 4-5, 60-61, 118-119, 172-173, 226-227, 288-289 Prepárate p.20; Reflexión intercultural pp. 17, 24, 28, 51, 78, 95, 97, 105, 130, 139, 143, 150, 159, 162, 166, 189, 199, 215, 234, 238, 246, 272, 308, 324, 330, 334, 337, 340.  e) Enfoque Cultural p. 9, 10, 15, 44, 45, 160, 324 Reflexión intercultural p.159; Actividad 15 p. 156-157; Actividad 16 p. 158-159; Reflexión intercultural p. 159;	

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	<p>using authentic materials.</p> <p>f) simulate culturally appropriate community interactions.</p> <p>g) interact with peers or the peer group of the target culture to demonstrate an awareness of culturally respectful behavior.</p> <p>h) begin to adjust language and message to acknowledge audiences with different cultural backgrounds.</p>			<p>Actividad 11 Paso 2 p. 86; Actividad 8 p. 311.</p> <p>f) Prepárate p. 20; Actividad 11 pp. 323-324; Actividad 12 pp. 325-326; Enfoque cultural p. 331; Actividad 14 pp. 332-334; Reflexión intercultural p. 337; ¡Prepárate! p. 338; Actividad 16 pp. 339-340; Estrategias p. 340; Vive entre culturas pp. 344-345.</p> <p>g) Encuentro intercultural pp. 4, 60,118, 172, 226, 288; Prepárate p. 20; Actividad 11 pp. 323-324; Actividad 12 pp. 325-326; Enfoque cultural p. 331; Actividad 14 pp. 332-334; Reflexión intercultural p. 337; ¡Prepárate! p. 338; Actividad 16 pp. 339-340; Estrategias p. 340; Vive entre culturas pp. 344-345.</p> <p>h) Actividad 6 Paso 3 p. 18; Enfoque cultural pp. 69, 71, 73, 94, 95, 96, 97, 99, 105, 110, 234, 238, 242, 331; En camino A p. 89; Reflexión intercultural pp. 97, 234, 337; Actividad 16 pp. 102-103; Actividad 17 pp. 104-105; Actividad 18 pp. 106-107; Actividad 19 pp. 108-109; En camino B p. 111; Vive entre culturas pp. 114-115; Estrategias p. 238; Actividad 11 pp. 323-324; Actividad 12 pp. 325-326; Actividad 14 pp. 332-334; ¡Prepárate! p. 338; Actividad 16 pp. 339-340; Estrategias p. 340; Vive entre culturas pp. 344-345.</p>
<p><b><i>These materials meet with at least 80% of C2.1 standards required for Levels 2-5 Modern Alphabetic Language courses.</i></b></p>		<p>Yes</p> <p>X</p>	<p>No</p>	<p><b>Notes (Optional)</b></p>
<p><b>Note:</b> <i>There are instances in the standards where examples are given. The following should be used as a reference for when for those examples: e.g.: "for example"; examples that could be used, but examples are not limited to those listed</i></p>				
<p><b>Performance Level</b></p>	<p><b>Standard C2.2</b> <b><i>Relating Cultural Products to Perspectives</i></b></p>	<p>Yes</p> <p>X</p>	<p>No</p>	<p><b>Evidence (e.g., page numbers and/or examples of inclusion)</b></p>

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	Investigate, explain, and reflect on the relationship between products and perspectives of the culture(s) studied.			
<b>Novice Range (NR) ML.C2.2.NR.a-d</b>	<p><b>Novice Range Learners</b></p> <p>a) identify tangible and intangible products of the target culture and their purpose.</p> <p>b) determine and discuss the perspective of artwork, crafts, or graphic representations common within the peer group of the target culture.</p> <p>c) identify the author and country of origin of short poems, stories, and plays from the target culture.</p> <p>d) provide simple reasons for the role and importance of products from the target culture.</p>			<p><b>a)</b> Enfoque cultural, Conexiones pp. 7, 9, 10, 11, 15, 20, 25, 39, 41, 44, 45, 51, 65, 69, 70, 71, 73, 75, 78, 79, 94, 95, 96, 97, 99, 105, 109, 110, 121, 129, 130, 132, 136, 138, 139, 141, 143, 147, 160, 163, 164, 180, 183, 188, 189, 191, 196, 198, 202, 212, 213, 216, 233, 234, 237, 238, 240, 242, 247, 249, 254, 257, 262, 263, 271, 272, 273, 275, 290, 292, 303, 307, 313, 314, 315, 316, 324, 326, 329, 331, 332, 334, 336, 337, 338.</p> <p><b>b)</b> Enfoque cultural p.164; p. 290; p. 338; Estrategias p. 340.</p> <p><b>c)</b> Juan León Mera p. 5; Elena Poniatowska p.61; Sandra Cisneros: Reflexión intercultural, Enfoque cultural p.78; José Martí p. 173; Mario Vargas Llosa p.227; Pablo Neruda p. 248, Jorge Luis Borges p. 289.</p> <p><b>d)</b> Enfoque cultural, Conexiones pp. 7, 9, 10, 11, 15, 20, 25, 39, 41, 44, 45, 51, 65, 69, 70, 71, 73, 75, 78, 79, 94, 95, 96, 97, 99, 105, 109, 110, 121, 129, 130, 132, 136, 138, 139, 141, 143, 147, 160, 163, 164, 180, 183, 188, 189, 191, 196, 198, 202, 212, 213, 216, 233, 234, 237, 238, 240, 242, 247, 249, 254, 257, 262, 263, 271, 272, 273, 275, 290, 292, 303, 307, 313, 314, 315, 316, 324, 326, 329, 331, 332, 334, 336, 337, 338.</p>
<b><i>These materials meet with at least 80% of C2.2 standards required for Level 1 Modern Alphabetic Language courses.</i></b>	<b>Yes</b>	<b>No</b>	<b>Notes (Optional)</b>	
	X			

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<p><b>Intermediate Range (IR)</b> <b>ML.C2.2.IR.a-c</b></p>	<p><b>Intermediate Range Learners</b></p> <ul style="list-style-type: none"> <li>a) identify and investigate the function of products of the target culture.</li> <li>b) explore (e.g., read, listen to, observe, perform) products of the target culture and explain the origin and importance of these products today.</li> <li>c) identify and analyze cultural products found in literature, news stories, and films from the target culture.</li> </ul>			<p><b>a)</b> Actividad 6 Paso 3 p. 18; Enfoque cultural pp. 7, 20, 44, 51, 69, 78, 130, 136, 138, 141, 143, 147, 189, 212, 216, 257, 263, 290, 292, 313, 314, 315, 316, 326, 332, 334, 336, 337, 338.</p> <p><b>b)</b> Actividad 6 Paso 3 p. 18; Enfoque cultural pp. 7, 20, 44, 51, 69, 78, 130, 136, 138, 141, 143, 147, 189, 212, 216, 257, 263, 290, 292, 313, 314, 315, 316, 326, 332, 334, 336, 337, 338.</p> <p><b>c)</b> Actividad 6 Pasos 1, 2, 3 pp. 17,18; Enfoque cultural, Reflexión intercultural p. 78; Enfoque cultural p. 130; Encuentro intercultural p. 227, 289; Actividad 9 p. 248.</p>
<p><i>These materials meet with at least 80% of C2.2 standards required for Levels 2-5 Modern Alphabetic Language courses.</i></p>		<p>Yes  X</p>	<p>No</p>	<p><b>Notes (Optional)</b></p>
<p><b>Note:</b> <i>There are instances in the standards where examples are given. The following should be used as a reference for when for those examples: e.g.: "for example"; examples that could be used, but examples are not limited to those listed</i></p>				
<p><b>CORNERSTONE: Connections (C3)</b></p>				
<p><b>Performance Level</b></p>	<p><b>Standard C3.1</b> <b>Making Connections</b></p> <p>Build, reinforce, and expand knowledge of other content areas while using the target language to develop critical thinking and to solve problems creatively.</p>	<p>Yes  X</p>	<p>No</p>	<p><b>Evidence (e.g., page numbers and/or examples of inclusion)</b></p>

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<p><b>Novice Range (NR)</b> <b>ML.C3.1.NR.a-i</b></p>	<p><b>Novice Range Learners</b></p> <ul style="list-style-type: none"> <li>a) identify the target countries on a map.</li> <li>b) identify items on charts or visuals used as instructional materials in other content areas, such as math (e.g. measurements), science (e.g. animals), the arts (e.g. musical instruments), and social studies (e.g. geographical formations).</li> <li>c) read or listen to stories from the target culture and compare them to familiar stories from the same genre (e.g., folklore, fables, myths, legends).</li> <li>d) use technology and resources introduced in other content areas to explore authentic resources in the target language.</li> <li>e) identify the various systems (i.e. measurement and time) used throughout the target countries and in one's own in order to compare time, distance, and size.</li> <li>f) discuss currency exchange rates</li> </ul>		<ul style="list-style-type: none"> <li>a) Enfoque intercultural pp. 4-5, 60-61, 118-119, 172-173, 226-227, 288-289.</li> <li>b) Actividad 5 Paso 3A p. 16; Actividad 8 Paso 2 p. 19; Actividad 17 Paso 2A p. 38; Así se dice p. 21; Enfoque cultural pp. 41, 121, 247; Reflexión Intercultural pp. 51, 246; Actividad 13 Paso 3B p. 265; Encuentro intercultural pp. 118, 173, 226, 288, 289; ¿Te acuerdas? p. 126.</li> <li>c) Encuentro intercultural p. 61; Reflexión intercultural p. 78; Observa 5 p. 100; Actividad 15 Paso 3 p. 157; Actividad 16 pp. 158-159; En camino A p. 203; Enfoque cultural p. 160, 212; Actividad 14 Paso 2A p. 214.</li> <li>d) Actividad 11 Pasos 1, 2 p. 24; Reflexión intercultural p. 24; Prepárate p.33; Enfoque cultural p.41; Explorador: videos, PDF, Organizadores gráficos; online discussion forums; Enlaces; Podcasts; Video y televisión, Periódicos y revistas; Música; Estadísticas; Mapas; Enlaces; Extensiones.</li> <li>e) Actividad 4 p. 11; Actividad 8 p. 19; Actividad 6 p. 17.</li> <li>f) Enfoque cultural pp. 30, 263; Actividad 2 p. 175; Actividad 2 Paso 2 p. 176; Actividad 14 p. 267.</li> <li>g) Enfoque cultural p. 10; Actividad 2 Paso 2 p. 176; Observa 3 p. 201; Enfoque cultural p. 216; Reflexión intercultural p. 246; Actividad 9 Paso 4B 249.</li> <li>h) Unidad 4; Enfoque cultural pp. 132, 136, 138, 183, 198, 233, 332, 334; Encuentro intercultural pp. 173, 227, 288; Actividad 14 p. 332.</li> <li>i) Encuentro intercultural pp. 5, 61, 119, 173, 227, 289; Actividad 9 Paso 2 p.248; Enfoque cultural p. 129, 130.</li> </ul>
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	<p>between the target countries and the United States in order to understand the price of goods and services.</p> <p>g) observe climate around the world, giving reasons for weather patterns based on location and time of year.</p> <p>h) compare typical food items from the target countries and one's own.</p> <p>i) explore people from the past and present who have had an influence locally and/or globally.</p>			
<p><b>Note:</b> <i>There are instances in the standards where examples are given. The following should be used as a reference for when for those examples: e.g.: "for example"; examples that could be used, but examples are not limited to those listed</i></p>				
<p><b>These materials meet with at least 80% of C3.1 standards required for Level 1 Modern Alphabetic Language courses.</b></p>		<p><b>Yes</b></p> <p>X</p>	<p><b>No</b></p>	<p><b>Notes (Optional)</b></p>
<p><b>Intermediate Range (IR)</b> <b>ML.C3.1.IR.a-e</b></p>	<p><b>Intermediate Range Learners</b></p> <p>a) identify and locate the target countries and their geographic features on a map.</p> <p>b) relate topics from other content areas to the target culture.</p> <p>c) explain and sequence the significant events that</p>			<p>a) pp. 4-5 Ecuador; p. 60 México; p. 118-119 Nicaragua; p.172 Cuba/El Caribe; p. 226 Perú; p. 288 Argentina; p. 316; Actividad 9 pp. 314-316.</p> <p>b) Unidad 1:academic &amp; extracurricular offerings, structure of school, academic success, ideal school; Unidad 2:family structure, routine, responsibilities, cultures, households, generations; Unidad 3: community layout, services, transportation, volunteers; Unidad 4:food, recipes, ingredients, health, traditional health practices; Unidad 5: free time, shopping, outdoor experiences, social events; Unidad 6: travel, lodging, dining,</p>

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	<p>shaped the identity of the target countries.</p> <p>d) compare attitudes and reactions regarding current events of global importance.</p> <p>e) contrast examples of contemporary culture (e.g., sports, music, art, architecture) from the target countries to one's own.</p>			<p>culturally sensitive tourism).</p> <p>c) Encuentro intercultural pp. 4-5, 60-61, 118-119, 172-173, 226-227, 288-289.</p> <p>d) Actividad 11 p. 24; Reflexión intercultural pp. 24, 28; 159, 166, 324; Actividad 16 p. 31; En camino B p. 111.</p> <p>e) Unidades 1-6: Vive entre culturas; Enfoque cultural; Encuentro intercultural; Reflexión intercultural; Mi progreso intercultural.</p>
<p><b><i>These materials meet with at least 80% of C3.1 standards required for Levels 2-5 Modern Alphabetic Language courses.</i></b></p>		<p><b>Yes</b></p> <p>X</p>	<p><b>No</b></p>	<p><b>Notes (Optional)</b></p>
<p><b>Note:</b> <i>There are instances in the standards where examples are given. The following should be used as a reference for when for those examples: e.g.: "for example"; examples that could be used, but examples are not limited to those listed</i></p>				
<p><b>Performance Level</b></p>	<p><b>Standard C3.2</b></p> <p><b><i>Acquiring Information and Diverse Perspectives</i></b></p>	<p><b>Yes</b></p> <p>X</p>	<p><b>No</b></p>	<p><b>Evidence (e.g., page numbers and/or examples of inclusion)</b></p>
	<p>Access and evaluate information and diverse perspectives that are available through the target language and its cultures.</p>			

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<p><b>Novice Range (NR) ML.C3.2.NR.a-d</b></p>	<p><b>Novice Range Learners</b></p> <ul style="list-style-type: none"> <li>a) identify the content areas and expand on vocabulary for each.</li> <li>b) interpret information from infographics.</li> <li>c) use media from the target culture to increase knowledge of topics from other content areas.</li> <li>d) identify the main idea of current events reported in news from the target culture.</li> </ul>		<p><b>a)</b> Unidad 1: academic &amp; extracurricular offerings, structure of school, academic success, ideal school; Unidad 2: family structure, routine, responsibilities, cultures, households, generations; Unidad 3: community layout, services, transportation, volunteers; Unidad 4: food, recipes, ingredients, health, traditional health practices; Unidad 5: free time, shopping, outdoor experiences, social events; Unidad 6: travel, lodging, dining, culturally sensitive tourism.</p> <p><b>b)</b> p. 6, Actividad 1, Paso 1; p. 11, Actividad 4, Paso 1A; p. 15, Actividad 5, Pasos 1 &amp; 2; p. 17, Actividad 6, Paso 1; p. 18, Actividad 7, Paso 1; p. 20, ¡Prepárate!; p. 24, Actividad 11, Paso 1; p. 29, Actividad 15, Paso 1; p. 32, Paso 2A; p. 41, Enfoque cultural; p. 66, Actividad 4, Paso 1; p. 69; Actividad 7 p. 75; Enfoque cultural: Conexiones p. 79; Observa 4 p. 84; Actividad 5, Paso 1; p. 93, Actividad 12, Paso 2; p. 96, Actividad 13, Paso 1; p. 100, Actividad 15; p. 105, Paso 3; p. 106, Actividad 18, Paso 1; p. 134, Actividad 7, Paso 1; p. 136, Paso 4; p. 142, Paso 3; p. 148, Actividad 13, Paso 1; p. 150, Actividad 14, Paso 2; p. 151, Paso 2; p. 157, Paso 1B; p. 162, Paso 4A; Paso 3; p. 190, Actividad 7, Paso 1; p. 198, Actividad 9, Paso 1; p. 207, Paso 2; p. 208; Paso 1 p. 211; Actividad 1, Pasos 1 &amp; 3; p. 240, Actividad 6, Paso 1; p. 241, Actividad 7, Paso 1; p. 243, Actividad 8, Paso 2; p. 255, Paso 2; p. 262, Actividad 13, Paso 1A; p. 274, Actividad 3, Paso 1; p. 298, Paso 1B; Paso 2A p. 299; p. 304-305; p. 323, Actividad 11, Paso 1; p. 333, Paso 1B; p. 334, Paso 3A; Actividad 15 p. 335.</p> <p><b>c)</b> Actividad 6 p. 17; Enfoque cultural p. 79/Explorer; Actividad 5 p.69; Actividad 7 p. 75; Observa 4 p. 84; Actividad 13 Paso 1 p. 211; Actividad 8 p. 243; Actividad 13 Paso 3A, 4B p. 264-265; Actividad 17 p. 276; Actividad 4 Paso 2A p. 299; Actividad 15 p. 335.</p> <p><b>d)</b> Actividad 5 Paso 2 p. 15; Actividad 6 p. 17; Actividad 16 p. 31; Actividad</p>
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				17 paso 2B p. 105; Enfoque cultural p. 136; Actividad 17 Paso 4A p. 162; Actividad 14 Paso 3A p. 334.
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**Note:** There are instances in the standards where examples are given. The following should be used as a reference for when for those examples:  
**e.g.:** "for example"; examples that could be used, but examples are not limited to those listed

		Yes	No	Notes (Optional)
<b>These materials meet with at least 80% of C3.2 standards required for Level 1 Modern Alphabetic Language courses.</b>		X		
<b>Intermediate Range (IR) ML.C3.2.IR.a-e</b>	<p><b>Intermediate Range Learners</b></p> <ul style="list-style-type: none"> <li>a) use age-appropriate authentic sources to prepare presentations on familiar topics.</li> <li>b) describe a current event article or broadcast in the target language and evaluate how it compares with the same event reported in the United States.</li> <li>c) explore the various perspectives of a major figure in history, science, or the arts from the perspective of the target culture.</li> <li>d) compare preferences related to</li> </ul>			<p><b>a)</b> Actividad 15 Paso 4 p. 31; Actividad 22 Pasos 3A, 3B p. 49; Actividad 16 Paso 2 p. 103; Actividad 3 Paso 3 p. 124; Actividad 8 Paso 4 p. 138; Actividad 18 Paso 3 p. 165; Actividad 12 Paso 2 p. 260; Actividad 14 Paso 2 p. 267; Actividad 12 Paso 3 p. 327; Actividad 13 Paso 2C p. 328; En Camino A Paso 3 p. 34; Paso 1 p. 89 En Camino B Paso 3 p. 52, Paso 3B p. 111, Paso 3 p. 167, Vive entre culturas: Presentational Assessment pp. 57, 169, 223, 285, 345.</p> <p><b>b)</b> Not applicable.</p> <p><b>c)</b> Enfoque intercultural pp. 4-5, 60-61, 118-119, 172-173, 226-227, 288-289.</p> <p><b>d)</b> Enfoque cultural, Conexiones pp. 7, 9, 10, 11, 15, 20, 25, 39, 41, 44, 45, 51, 65, 69, 70, 71, 73, 75, 78, 79, 94, 95, 96, 97, 99, 105, 109, 110, 121, 129, 130, 132, 136, 138, 139, 141, 143, 147, 160, 163, 164, 180, 183, 188, 189, 191, 196, 198, 202, 212, 213, 216, 233, 234, 237, 238, 240, 242, 247, 249, 254, 257, 262, 263, 271, 272, 273, 275, 290, 292, 303, 307, 313, 314, 315, 316, 324, 326, 329,</p>

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	<p>daily life of the local community to those of the target culture (e.g., music, movies, or leisure activities).</p> <p>e) compare the perspective of local advertisements with advertisements of the target culture.</p>			<p>331, 332, 334, 336, 337, 338.</p> <p>e) Actividad 15 p. 335; Actividad 8 Paso 3 p. 244; Actividad 13 Paso 3A p. 264; Actividad 17 Paso 2 p. 276.</p>
<p><b><i>These materials meet with at least 80% of C3.2 standards required for Levels 2-5 Modern Alphabetic Language courses.</i></b></p>	<p><b>Yes</b></p> <p><b>X</b></p>	<p><b>No</b></p>	<p><b>Notes (Optional)</b></p>	
<p><b>Note:</b> There are instances in the standards where examples are given. The following should be used as a reference for when for those examples: <b>e.g.:</b> "for example"; examples that could be used, but examples are not limited to those listed</p>				

### CORNERSTONE: Comparisons (C4)

CORNERSTONE: Comparisons (C4)				
<b>Performance Level</b>	<b>Standard C4.1</b> <b><i>Language Comparisons</i></b>	<b>Yes</b>	<b>No</b>	<b>Evidence (e.g., page numbers and/or examples of inclusion)</b>
	Investigate, explain, and reflect on the nature of language through comparisons of the classical language and one's own.	<b>X</b>		

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<p><b>Novice Range (NR)</b> <b>ML.C4.1.NR.a-f</b></p>	<p><b>Novice Range Learners</b></p> <ul style="list-style-type: none"> <li>a) recognize and use words that are similar in the target language and their one's own language, and predict the reasons for borrowing such words.</li> <li>b) identify idioms and their functions in one's own language and target language.</li> <li>c) compare formal and informal speech in one's own and target language.</li> <li>d) compare and contrast the sounds and writing systems of one's own language with the target language.</li> <li>e) identify features of language specific to the target language that may not exist in one's own language (e.g., gender, tense, character components).</li> <li>f) compare word order between one's own and the target</li> </ul>		<ul style="list-style-type: none"> <li>a) Actividad 8 p. 19; Estrategia p.38; Enfoque cultural p.39; Actividad 9 p.79-80; Actividad 18 p. 164.</li> <li>b) Expresiones útiles p. 187, Enfoque cultural p. 69, 75, 242, 262; Además se dice p. 150.</li> <li>c) Enfoque cultural p. 196, 271; ¡Prepárate! p. 197; Actividad 14 Paso 2B p. 215; Informal methods with peers throughout Unidades 1-6.</li> <li>d) Síntesis de gramática p. 204; Learning Strategies Videos; Explorer: Interpretive Audio and Audiovisual content.</li> <li>e) Estrategias pp. 38, 87, 148, 209, 238.</li> <li>f) Estrategias pp. 38, 87, 148, 209, 238.</li> </ul>
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	language.			
<b>Note:</b> There are instances in the standards where examples are given. The following should be used as a reference for when for those examples: <b>e.g.:</b> "for example"; examples that could be used, but examples are not limited to those listed				
<b>These materials meet with at least 80% of C4.1 standards required for Level 1 Modern Alphabetic Language courses.</b>		<b>Yes</b>  X	<b>No</b>	<b>Notes (Optional)</b>
<b>Intermediate Range (IR) ML.C4.1.IR.a-e</b>	<b>Intermediate Range Learners</b>  a) identify expressions that communicate respect and status in one's own and the target language. b) determine words in one's own and target language that have no direct translation. c) recognize on how different time frames are expressed in the target language and one's own. d) predict language origins			<b>a)</b> Enfoque cultural pp. 196, 271; ¡Prepárate! p. 197; Actividad 14 Paso 2B p. 215; Informal methods with peers throughout Unidades 1-6.  <b>b)</b> Estrategia p. 38; Enfoque cultural pp. 39, 163; Actividad 17 Paso 3 p. 39.  <b>c)</b> Estrategia p. 87; Observa 5 p.100; Expresiones útiles p. 102; En camino B p. 111; Síntesis de gramática p. 112; Vive entre culturas p. 114-115; Actividad 4 Pasos 1, 2, 3; Recuerda p. 125; Observa 1 pp. 140-142, Expresiones útiles p. 142; Síntesis de gramática p. 152; Síntesis de gramática p.168 Paso 5 p.193; Observa 3 pp. 201-202; Síntesis de gramática p. 204; Actividad 2 Pasos1, 2, 3 pp. 228-229; Recuerda p. 229; Observa 1 pp. 239-243; Observa 2 pp. 245-247; Síntesis de gramática p. 251; Observa 1 pp. 302-305; Observa 2 p.331, Síntesis de gramática p. 342.  <b>d)</b> Estrategias pp. 38, 87, 148, 209, 238.

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	<p>based on awareness of cognates and linguistic similarities.</p> <p>e) investigate cognates that can have the same or different meanings among languages and speculate about the evolution of language over time.</p>			e) Estrategias pp. 38, 87, 148, 209, 238; Actividad 8 p. 19; Actividad 9 p.79; Actividad 9 Paso 2B p. 80; Actividad 18 Paso 2A p. 164.
<b>These materials meet with at least 80% of C4.1 standards required for Levels 2-5 Modern Alphabetic Language courses.</b>		<b>Yes</b>  X	<b>No</b>	<b>Notes (Optional)</b>
<b>Performance Level</b>	<b>Standard C4.2 Cultural Comparisons</b>	<b>Yes</b>	<b>No</b>	<b>Evidence (e.g., page numbers and/or examples of inclusion)</b>
	Investigate, explain, and reflect on the concept of culture through comparisons of the target culture and one's own.	X		
<b>Novice Range (NR) ML.C4.2.NR.a-e</b>	<p><b>Novice Range Learners</b></p> <p>a) contrast tangible and intangible products of the target culture to one's own.</p> <p>b) compare simple patterns of behavior or interaction in various cultural settings (e.g., transportation to school,</p>			<p>a) Actividad 5 pasos 1-3 p. 16, Reflexión intercultural p. 17 Unidad 1:academic &amp; extracurricular offerings, structure of school, academic success, ideal school; Unidad 2:family structure, routine, responsibilities, cultures, households, generations; Unidad 3: community layout, services, transportation, volunteers; Unidad 4: food, recipes, ingredients, health, traditional health practices; Unidad 5: free time, shopping, outdoor experiences, social events; Unidad 6: travel, lodging, dining, culturally sensitive tourism.</p> <p>b) Actividad 5 pasos 1-3 p. 16, Reflexión intercultural p. 17 Unidad 1:academic &amp; extracurricular offerings, structure of school, academic success,</p>

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	<p>eating habits).</p> <p>c) compare appropriate gestures to greet friends, family, or new acquaintances in one's own and the target culture.</p> <p>d) compare games, stories, songs, and rhymes from the target culture and one's own.</p> <p>e) contrast daily life, celebrations, and communities from the target culture and one's own.</p>			<p>ideal school; Unidad 2:family structure, routine, responsibilities, cultures, households, generations; Unidad 3: community layout, services, transportation, volunteers; Unidad 4: food, recipes, ingredients, health, traditional health practices; Unidad 5: free time, shopping, outdoor experiences, social events; Unidad 6: travel, lodging, dining, culturally sensitive tourism.</p> <p>c) En Camino A Paso 2 p. 151; Actividad 14 p. 150; Estrategia p. 209; Así se dice p. 96; Enfoque cultural pp. 97, 234.</p> <p>d) Reflexión intercultural p. 246; Enfoque cultural pp. 249, 313.</p> <p>e) Unidad 3; Mi progreso intercultural, Mi progreso comunicativo; Unidad 1: academic &amp; extracurricular offerings, structure of school, academic success, ideal school; Unidad 2:family structure, routine, responsibilities, cultures, households, generations; Unidad 3: community layout, services, transportation, volunteers; Unidad 4: food, recipes, ingredients, health, traditional health practices; Unidad 5: free time, shopping, outdoor experiences, social events; Unidad 6: travel, lodging, dining.</p>
<p><b><i>These materials meet with at least 80% of C4.2 standards required for Level 1 Modern Alphabetic Language courses.</i></b></p>	<p><b>Yes</b></p> <p>X</p>	<p><b>No</b></p>	<p><b>Notes (Optional)</b></p>	
<p><b>Note:</b> <i>There are instances in the standards where examples are given. The following should be used as a reference for when for those examples: e.g.: "for example"; examples that could be used, but examples are not limited to those listed</i></p>				

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<p><b>Intermediate Range (IR) ML.C4.2.IR.a-f</b></p>	<p><b>Intermediate Range Learners</b></p> <ul style="list-style-type: none"> <li>a) discuss products' origins and importance by comparing products in the one's own and the target culture.</li> <li>b) explore the origins and importance of cultural practices (e.g., holidays, celebrations, work habits) by comparing practices in one's own and the target culture.</li> <li>c) compare and contrast the role and importance of family in one's own and the target culture.</li> <li>d) juxtapose school schedules, course offerings, and attitudes toward school in one's own and the target culture.</li> <li>e) compare and contrast career choices and preparation in one's own and the target culture.</li> <li>f) explore entertainment and leisure options in one's own</li> </ul>		<ul style="list-style-type: none"> <li>a) Actividad 1 Pasos 1, 2 p. 6; Actividad 2 Pasos 1, 2 pp. 6-7; Enfoque cultural pp. 7, 130, 273, 338; Actividad 2 Paso 2 p. 175; Así se dice p. 179.</li> <li>b) Enfoque Cultural pp. 9, 10, 15, 44, 45, 160, 324 Reflexión intercultural p. 159; Actividad 15 pp. 156-157; Actividad 16 pp. 158-159; Reflexión intercultural p. 159; Actividad 11 Paso 2 p. 86; Actividad 8 p. 311.</li> <li>c) Mi progreso intercultural, Mi progreso comunicativo -Unidad 2: La cultura de una familia.</li> <li>d) Unidad 1: De vuelta a clases pp. 2 - 57.</li> <li>e) ¿Te acuerdas? p. 13; Así se dice, Además se dice p. 18; Enfoque cultural pp. 25, 105.</li> <li>f) Actividad 15 Pasos 1-3 pp. 29-30; Actividad 14 Pasos 1-3 pp. 98-99; Actividad 2 Pasos 1, 2 p. 122; Actividad 3 Pasos 1-3 pp. 123-124; Actividad 16 Pasos 1-3 pp. 158-159; Actividad 17 Pasos 1-4 pp. 160-162; En Camino B Pasos 1-3 p. 167; Actividad 4 Pasos 1-4 pp. 233-235; Actividad 8 Pasos 1-3 pp. 243-244; Vive entre culturas pp. 284-285; Actividad 3 Pasos 1-3 pp. 292-293; Actividad 11 Pasos 1-3 pp. 323-324; Actividad 15 Pasos 1-3 pp. 335-337; Reflexión intercultural p. 337; Enfoque Cultural p. 240, 242, 249, 275, 292, 324, 329.</li> </ul>
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	and the target culture.			
<b>These materials meet with at least 80% of C4.2 standards required for Levels 2-5 Modern Alphabetic Language courses.</b>		<b>Yes</b> X	<b>No</b>	<b>Notes (Optional)</b>
<b>Note:</b> There are instances in the standards where examples are given. The following should be used as a reference for when for those examples: <b>e.g.:</b> "for example"; examples that could be used, but examples are not limited to those listed				
<b>CORNERSTONE: Communities (C5)</b>				
<b>Performance Level</b>	<b>Standard C5.1 School and Global Communities</b>	<b>Yes</b> X	<b>No</b>	<b>Evidence (e.g., page numbers and/or examples of inclusion)</b>
	Use language to interact both within and beyond the classroom.			
<b>Novice Range (NR) ML.C5.1.NR.a-d</b>	<b>Novice Range Learners</b>  a) identify places in the community where the target language is spoken.  b) research opportunities for participation in school, community, or language			a) Reflexión intercultural p. 162; Actividad 18 Paso 3 p. 165.  b) Reflexión intercultural p. 162; Enfoque cultural: Conexiones p. 163; Actividad 18 Paso 3 p. 165.  c) Actividad 11 p. 24-25; ¡Prepárate! p. 166; Enfoque cultural p. 41; Actividad 4 Paso 3 p. 235; Vive entre culturas p.285; Actividad 16 p. 339.

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	<p>competitions.</p> <p>c) access speakers of the language either in person or using technology.</p> <p>d) explore professions that require proficiency in another language.</p>				d) Reflexión intercultural and Enfoque cultural p. 51.		
<p><b>These materials meet with at least 80% of C5.1 standards required for Level 1 Modern Alphabetic Language courses.</b></p>					<p><b>Yes</b></p> <p>X</p>	<p><b>No</b></p>	<p><b>Notes (Optional)</b></p>
<p><b>Intermediate Range (IR)</b> <b>ML.C5.1.IR.a-c</b></p>	<p><b>Intermediate Range Learners</b></p> <p>a) interact with members of the local community or with contacts made electronically to hear how they use the language (e.g., law enforcement, interpreters, heritage speakers).</p> <p>b) research the use of the target language in various fields of work in today's world.</p> <p>c) explore real-world opportunities to connect with the target language community.</p>				<p>a) Reflexión intercultural p. 162; Enfoque cultural: Conexiones p. 163; Actividad 18 Paso 3 p. 165.</p> <p>b) Reflexión intercultural and Enfoque cultural p. 51, Reflexión intercultural p. 162; Enfoque cultural: Conexiones p. 163; Actividad 18 Paso 3 p. 165.</p> <p>c) Reflexión intercultural and Enfoque cultural p. 51, Reflexión intercultural p. 162; Enfoque cultural: Conexiones p. 163; Actividad 18 Paso 3 p. 165.</p>		
<p><b>These materials meet with at least 80% of C5.1 standards required for Levels 2-5 Modern Alphabetic Language courses.</b></p>					<p><b>Yes</b></p> <p>X</p>	<p><b>No</b></p>	<p><b>Notes (Optional)</b></p>
<p><b>Note:</b> There are instances in the standards where examples are given. The following should be used as a reference for when for those examples: e.g.: "for example"; examples that could be used, but examples are not limited to those listed</p>							
<p><b>Performance Level</b></p>	<p><b>Standard C5.2</b> <b>Lifelong Learning</b></p>				<p><b>Yes</b></p>	<p><b>No</b></p>	<p><b>Evidence (e.g., page numbers and/or examples of inclusion)</b></p>

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	Use the target language for enrichment and advancement.	<b>X</b>		
<b>Novice Range (NR)</b> <b>ML.C5.2.NR.a-d</b>	<p><b>Novice Range Learners</b></p> <ul style="list-style-type: none"> <li>a) interpret materials and/or media from the target language and culture.</li> <li>b) exchange information about topics of personal interest</li> <li>c) identify music or songs in the target language.</li> <li>d) set learning goals for language acquisition.</li> </ul>			<p>a) Unidades 1 – 6: Encuentro intercultural; Comunica y Explora A; Comunica y Explora B; Vive entre culturas; Enfoque cultural: Conexiones.</p> <p>b) Unidades 1 – 6: Comunica y Explora A; Comunica y Explora B.</p> <p>c) Encuentro intercultural pp. 119, 172, 226, 288-289, 313; Actividad 1 p. 228.</p> <p>d) Unit Goals, Preguntas esenciales: pp. 2-3; pp.58-59; pp. 116-117; pp. 170-171; pp. 224-225; pp. 286-287.</p>
<b>These materials meet with at least 80% of C5.2 standards required for Level 1 Modern Alphabetic Language courses.</b>		<b>Yes</b> <b>X</b>	<b>No</b>	<b>Notes (Optional)</b>
<b>Note:</b> <i>There are instances in the standards where examples are given. The following should be used as a reference for when for those examples: e.g.: "for example"; examples that could be used, but examples are not limited to those listed</i>				
<b>Intermediate Range (IR)</b> <b>ML.C5.2.IR.a-b</b>	<p><b>Intermediate Range Learners</b></p> <ul style="list-style-type: none"> <li>a) consult various sources in the target language to obtain information on topics of personal interest.</li> <li>b) reflect and collect evidence on language acquisition goals to plan one's next steps in the language learning process.</li> </ul>			<p>a) Interpretive assessment pp. 56, 115, 169, 222, 284, 344; En camino A pp. 34, 89, 151, 203, 250, 318; En camino B pp. 52, 111, 167, 219, 281, 341.</p> <p>b) Can do statements pp. 346-351; Mi progreso intercultural pp. 346-351; Mi progreso comunicativo pp. 346-351; Analytic growth rubrics pp. 352-357; Holistic Rubric pp. 358-365; Learner self-reflection pp. 358-365; Integrated Performance Assessment Rubric pp. 366-373.</p>

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	Yes	No	Notes (Optional)
<p><i>These materials meet with at least 80% of C5.1 standards required for Levels 2-5 Modern Alphabetic Language courses.</i></p>	<p>X</p>		

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**SECTION I. Alignment to Tennessee World Language Standards**

**Part B. Focus:** Instruction centers on the performance targets at the level articulated within the standards.

	Yes	No*	* Evidence of extraneous or inaccurate materials
Materials focus on the performance targets (i.e., do not include information outside of the scope of the target level or disconnected facts and details).	<b>X</b>		Not applicable.
Materials are culturally sensitive, grade level appropriate, and accurately reflect the diversity and history of the target culture represented.	<b>X</b>		Not applicable.

**Part C. Rigor:** Supports the intertwined five-dimensional nature of the Tennessee State Standards through the integration of conceptual understandings within each cornerstone.

	Yes	No	Evidence (include evidence of five-dimensional integration within each of cornerstones below)
<b>Communication</b>			
There are a variety of meaningful activities that provide opportunities for individual, paired, cooperative learning, and information gap activities.	<b>X</b>		For example: Actividad 1 p. 174 Paso 1: Clasificar, Paso 2: Entrevistar Paso 3: Escribir; Actividad 15 p.216-218 Paso 1: Escuchar y anotar, Paso 2: Leer y hacer conexiones, Paso 3: Actuar, ¡Prepárate!
There is sufficient oral and written practice of the grammar concepts that lead from high-structured to meaningful to communicative use of the language.	<b>X</b>		¿Te acuerdas?; Actividades (scaffolded); Mi progreso comunicativo; Así se dice; Además se dice; Expresiones útiles; Observa; Recuerda; Detalle Gramatical; Síntesis gramatical; Prepárate; En Camino; Vive entre culturas; Estrategias; Explorer.
Listening, speaking, reading, writing, and cultural strategies (such as circumlocution, making and verifying hypotheses, making inferences, and predicting) presented and practiced.	<b>X</b>		¿Te acuerdas?; Actividades (scaffolded); Mi progreso comunicativo; Así se dice; Además se dice; Expresiones útiles; Observa; Recuerda; Detalle Gramatical; Síntesis gramatical; Prepárate; En Camino; Vive entre culturas; Estrategias; Explorer; Encuentro intercultural; Enfoque

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			Cultural; Reflexión intercultural; Mi progreso intercultural.
<b>Culture</b>			
There is a wide range and diverse representation of countries and cultures presented.	X		Unidad 1: Ecuador; Unidad 2: México; Unidad 3: Nicaragua/Central América; Unidad 4:Cuba/el Caribe; Unidad 5: Perú; Unidad 6: Argentina; España, Chile, Guatemala, Colombia, República Dominicana, Puerto Rico, Uruguay, Paraguay.
<b>Connections</b>			
Provides opportunities to make connections between the target language and other subject areas	X		Unidad 1:academic & extracurricular offerings, structure of school, academic success, ideal school; Unidad 2:family structure, routine, responsibilities, cultures, households, generations; Unidad 3: community layout, services, transportation, volunteers; Unidad 4:food, recipes, ingredients, health, traditional health practices; Unidad 5: free time, shopping, outdoor experiences, social events; Unidad 6: travel, lodging, dining, culturally sensitive tourism.
Students must do more than rote memorization and recall to demonstrate success.	X		Mi progreso comunicativo; Mi progreso intercultural; En camino A; En camino B; Mi portafolio; Vive entre culturas: Interpretive Assessment; Interpersonal Assessment; Presentational Assessment.
<b>Comparisons:</b>			
Students frequently make comparisons with the target culture to discover similar and different cultural concepts and patterns.	X		Enfoque cultural: Conexiones; Reflexión intercultural; Mi progreso comunicativo; Mi progreso intercultural; En camino A; En camino B; Mi portafolio; Vive entre culturas.
<b>Communities:</b>			

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Provides students ideas on how to use target language in real-life situations to help in the community.	<b>X</b>	En Camino A; En Camino B; Vive entre culturas; Actividad 17, Reflexión intercultural pp. 160-162; Actividad 18 pp.163-166, Actividad 11 pp. 323-324.
<p><b>Additional comments on five-dimensional nature of the materials:</b></p> <p><b>About EntreCulturas (From the Student Edition back cover):</b> “In today’s world, we all live <i>entre culturas</i>; that is, we live around and among people and influences from a variety of cultures. As we live, learn, work, and play in our communities and abroad, we interact in person and online with people whose experiences and perspectives may be different from our own.</p> <p>Those who are willing to learn how to demonstrate empathy, tolerance, sensitivity, flexibility, and respect when communicating with people from other cultures can truly become global citizens, valued at home and across the world.</p> <p>Wayside Publishing’s teacher-authors designed the learning materials in the <i>EntreCulturas</i> program to help students communicate in Spanish, and to develop the attitudes and habits of mind to interact appropriately with Spanish speakers, respecting differences and recognizing the many things we all share as human beings.”</p> <p>This pedagogical approach is explained in full detail in the front matter of the Teacher Edition and is fully illustrated in the <i>Vive en culturas</i> and Video bloggers in each <i>unidad</i> of both the Student and Teacher Editions.</p>		

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<b>Part D. Coherence:</b> Provides learning experiences that support a progression of student competencies and skills through active engagement in each mode of Communication within each cornerstone			
	Yes	No	Evidence (include evidence of knowledge and skill progression within units, grade level, and between grade levels)
<b>Communication:</b>			
Activities move from controlled to transitional to communicative. There is a balance between listening, speaking, reading, and writing. There opportunities for different student groupings.	X		Unit Goals, Essential Questions, Encuentro intercultural, ¿Te acuerdas?, Comunica y Explora A, Comunica y Explora B, Síntesis de gramática y vocabulario, Vive entre culturas.
The grammar presented clearly and is formatted so students find it easy to understand.	X		pp. 8, 22, 26, 27, 42, 53-54, 63, 64, 72, 74, 77, 82, 84, 90, 96, 100, 110, 112, 125, 135, 141, 147, 152-153, 164, 165, 168, 175, 181, 188, 191, 194, 195, 201, 202, 204, 208, 217, 220, 228, 229, 237, 239, 245, 246, 251, 256, 260, 261, 271, 273, 278, 279, 282, 299, 300, 302, 312, 319-320, 331, 342.
<b>Culture</b>			
There are a wide variety of authentic, up-to-date visual images of the target culture.	X		Encuentro intercultural, Enfoque cultural, Reflexión intercultural, Mi progreso intercultural, various authentic resources throughout the text.
The cultural content is accurate and current.	X		Encuentro intercultural, Enfoque cultural, Reflexión intercultural, Mi progreso intercultural, various authentic resources throughout the text.
<b>Connections</b>			
The students must utilize the higher order thinking skills of analysis, synthesis, and evaluation in every chapter and with reasonable expectations.	X		En Camino: p. 34, p. 52, p. 89, p. 111, p. 151, p. 167, p. 203, p. 219, p. 250, p. 281, p. 318, p. 341; Vive entre culturas: pp. 56-57, pp. 114-115, p. 169, pp. 222-223, pp. 284-285, pp. 344-345.

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<b>Comparisons</b>			
Students are encouraged to look at their own native language and compare it linguistically to the target language.	<b>X</b>		Enfoque cultural: p.7, p. 20, p. 25, p. 39, p. 69, p. 71, p. 147, p. 180, p. 188, p. 196, p. 257, p. 262, p. 271, p. 314, Estrategias: p.38.
<b>Communities</b>			
Provide opportunities for students to self-assess their language learning levels to determine next the next steps towards improved language performance.	<b>X</b>		Can do statements pp. 346-351; Mi progreso intercultural pp. 346-351; Mi progreso comunicativo pp. 346-351; Analytic growth rubrics pp. 352-357; Holistic Rubric pp. 358-365; Learner self-reflection p. 358-365; Integrated Performance Assessment Rubric pp. 366-373.
<b>Additional comments on progression(s) within materials:</b>			
<p><b><i>EntreCulturas</i> Mission:</b> “aims to prepare learns to communicate, explore, and connect across cultures in order to foster attitudes of mutual understanding and respect.” (Teacher Edition, XIV)</p> <p><b><i>EntreCulturas</i> Vision:</b> “Our vision is a world where language learning takes place through the lens of interculturality, so students can discover appropriate ways to interact with others whose perspectives may be different from their own.” (Teacher Edition, XIV)</p> <p><b><i>EntreCulturas</i></b> operates on the cutting-edge principle that in order to develop language skills and foster intercultural understanding, learners need multiple opportunities to reflect on their own culture and gain cultural knowledge of Spanish-speaking communities early in the language learning process. Intercultural reflection prompts and can-do self-assessments featured in each unit support teachers with the integration of cultural awareness, appreciation, and understanding within each theme.” (Teacher Edition, XVI)</p>			

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**SECTION II: ADDITIONAL ALIGNMENT CRITERIA AND INDICATORS OF QUALITY**

All submissions must be aligned to the Tennessee State World Language Standards and therefore must meet 80% of the non-negotiable criteria of Section I prior to moving to Section II.

<b>SECTION II: ADDITIONAL ALIGNMENT CRITERIA AND INDICATORS OF QUALITY</b>			
<b>Part A. Key Areas of Focus</b>			
	<b>Yes</b>	<b>No</b>	<b>Evidence and/or comments</b>
<b>Rigor:</b> Learning experiences provide opportunities for thought, discourse, and practice in an interconnected and social context.	X		Unit Goals, Essential Questions, Encuentro intercultural, ¿Te acuerdas?, Comunica y Explora A, Comunica y Explora B, Síntesis de gramática y vocabulario, Vive entre culturas.
<b>Coherence:</b> Units and instructional sequences are coherent and organized in a logical manner that builds upon knowledge and skills learned in prior grades or earlier in the year.	X		Unit Goals, Essential Questions, Encuentro intercultural, ¿Te acuerdas?, Comunica y Explora A, Comunica y Explora B, Síntesis de gramática y vocabulario, Vive entre culturas En Camino: p. 34, p. 52, p. 89, p. 111, p. 151, p. 167, p. 203, p. 219, p. 250, p. 281, p. 318, p. 341, Vive entre culturas: pp. 56-57, pp. 114-115, p.169, pp. 222-223, pp. 284-285, pp. 344-345.
<b>Literacy:</b> Supports student communication within a culturally-appropriate context through providing consistent opportunities for students to utilize literacy skills in reading, writing, vocabulary, speaking and listening.	X		Unit Goals, Essential Questions, Encuentro intercultural, ¿Te acuerdas?, Comunica y Explora A, Comunica y Explora B, Síntesis de gramática y vocabulario, Vive entre culturas.

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***Part B. Student Engagement and Instructional Supports.***

	<b>Yes</b>	<b>No</b>	<b>Evidence and/or comments</b>
a. Provides learning experiences that incorporate the five Cornerstones of the standards in each mode of communication (i.e., each of the cornerstone is learned in the context of the others and not taught in isolation).	X		Unit Goals, Essential Questions, Encuentro intercultural, ¿Te acuerdas?, Comunica y Explora A, Comunica y Explora B, Síntesis de gramática y vocabulario, Vive entre culturas.
b. Engages students through real-world, relevant, thought-provoking questions, problems, and tasks that stimulate interest and elicit critical thinking and problem solving.	X		En Camino: p. 34, p. 52, p. 89, p. 111, p. 151, p. 167, p.203, p. 219, p. 250, p. 281, p. 318, p. 341, Vive entre culturas: pp. 56-57, p. 114-115, p. 169, pp. 222-223, pp. 284-285, pp. 344-345.
c. Integrates appropriate supports for students who are ELL, have disabilities, or perform below grade level.	X		<p>The Teacher Edition has a section in “Approaches to Teaching” entitled “Integrated Differentiated Instruction” that provides teachers with the tools for supporting students. (XXII-XXIII)</p> <p>Also, the Teacher Edition has a section in “Approaches to Teaching” that is dedicated to engaging heritage learners of Spanish but has relevance for supporting students who are ELL. (XXIV)</p> <p>Lastly, in the Teacher Edition, Appendix F: Instructional Strategies, provides a detailed chart [What the Teacher does (CI = Comprehensible Input), What Students Do (CO = Comprehensible Output), and Materials and Resources that Support CI in <i>EntreCulturas</i>] and unit guides that cover such topics as “Class-wide Conversation Strategies” (p. 464) and “Mi Progreso.” (p. 453)</p>

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			For all students, there is wide exposure to a myriad of activities, both in the text and on Explorer, that ask students to use their reading, writing, listening, and speaking skills both in combination or individually.
d. Includes differentiated materials that provides support for students approaching mastery as well as extensions for students already meeting mastery or with high interest.	X		Unit Goals, Essential Questions, Encuentro intercultural, ¿Te acuerdas?, Comunica y Explora A, Comunica y Explora B, Síntesis de gramática y vocabulario, Vive entre culturas.
e. Recognizes and addresses unique needs of heritage language learners.	X		The Teacher Edition has a section in “Approaches to Teaching” that is dedicated to engaging heritage learners of Spanish and providing effective teaching strategies while using <i>EntreCulturas</i> . (XXIV)

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**SECTION II: ADDITIONAL ALIGNMENT CRITERIA AND INDICATORS OF QUALITY**

***Part C. Monitoring Student Progress***

	<b>Yes</b>	<b>No</b>	<b>Evidence and/or comments</b>
a. Assessments collect data on all five cornerstones and allow students to show mastery on using the cornerstones in concert with each other (e.g., assessments are contextualized and serve to address specific problems or answer specific questions).	X		Mi progreso comunicativo; Mi progreso intercultural; En camino A; En camino B; Mi portafolio; Vive entre culturas: Interpretive Assessment; Interpersonal Assessment; Presentational Assessment.
b. Assesses student mastery using methods that are unbiased and accessible to all students.	X		Mi progreso comunicativo; Mi progreso intercultural; En camino A; En camino B; Mi portafolio; Vive entre culturas: Interpretive Assessment; Interpersonal Assessment; Presentational Assessment.
c. Includes aligned rubrics or scoring guidelines that provide sufficient guidance for interpreting student performance.	X		Appendix A Can-do statements pp. 346-351.  Appendix B Rubrics pp. 352-373.  Appendix C Correlation Guide pp. 352-373.
d. Uses varied modes of curriculum embedded assessments that may include pre-, formative-, summative-, and self-assessment measures.	X		Mi progreso comunicativo; Mi progreso intercultural; En camino A; En camino B; Mi portafolio; Vive entre culturas: Interpretive Assessment; Interpersonal Assessment; Presentational Assessment.
e. Assessments are embedded throughout instructional materials as tools for students' learning and teachers' monitoring of instruction.	X		Mi progreso comunicativo; Mi progreso intercultural; En camino A; En camino B; Mi portafolio; Vive entre culturas: Interpretive Assessment; Interpersonal Assessment; Presentational Assessment.

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f. Assessments provide teachers with a range of data to inform instruction.	X		Methods for assessing a range of data are available in the Student Edition, the Teacher Edition and on Explorer. Chief among them are Appendix A (Can-do Statements), Appendix B (Level 2 <i>EntreCulturas</i> Analytic Growth Rubric and Level 2 <i>EntreCulturas</i> Holistic Rubric), Appendix B (Integrated Performance Assessment Rubrics, detailed by individual <i>Unidades</i> ), Appendix C (AP and IB Correlation Guide).
g. Assessments utilize realia or authentic materials.			Interpretive Assessment p. 56; Interpersonal Assessment p. 57; Interpretive Assessment p. 114; Interpretive Assessment p. 169; Interpretive Assessment p. 284; Interpretive Assessment p. 344.

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**Part D. Teacher Support Materials**

	<b>Yes</b>	<b>No</b>	<b>Evidence and/or comments</b>
a. Provides grade-level background information and context to guide integration of the five cornerstones within the lessons, units, and grade.	X		TE notes; Explorer: Recursos: Sólo para profesores; Rúbricas; Answer Keys; Audio Scripts; Enlaces; Organizadores gráficos; Videos: Observa, Enfoque en la forma, Estrategias.
b. Includes strategies that assist teachers in incorporating appropriate and integral connections between world language and other subject areas (e.g., mathematics, ELA, social studies, visual and performing arts, CTE)	X		TE notes; Instructional Strategies: Appendix F pp. 450-469; Grammar and Learning Strategies Videos Index: Appendix G pp. 470-472; Grammar Index pp. 473-475.
c. Provides strategies and guidance to support the inclusion of “hands-on” practices (e.g., speaking, listening, writing) with other practices (e.g., asking questions, engagement in argument).	X		TE notes; Instructional Strategies: Appendix F pp. 450-469; Grammar and Learning Strategies Videos Index: Appendix G pp. 470-472; Grammar Index pp. 473-475.
d. Strategies included to assist teachers in identifying student misconceptions and the reason(s) that prevent student mastery of the five cornerstones within the standards.	X		TE notes; Instructional Strategies: Appendix F pp. 450-469; Grammar and Learning Strategies Videos Index: Appendix G pp. 470-472; Grammar Index pp. 473-475.
e. Includes strategies to help teachers identify ways in which activities or learning experiences can be contextualized to the school environment (e.g., place- based learning experiences).	X		TE notes; Instructional Strategies: Appendix F pp. 450-469; Grammar and Learning Strategies Videos Index: Appendix G pp. 470-472; Grammar Index pp. 473-475.

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f. Integrates audio-visual technology to support student mastery of the target language.	X		Explorer: Recursos; Videos: Observa, Enfoque en la forma, Estrategias; Podcasts; Video y televisión, Periódicos y revistas; Música; Estadísticas; Mapas; Enlaces; Extensiones.
g. Provide or suggests engaging culturally relevant, technology-based activities to improve students' mastery of target language and culture.	X		TE notes; Explorer: videos, PDF, Organizadores gráficos; online discussion forums; Enlaces; Podcasts; Video y televisión, Periódicos y revistas; Música; Estadísticas; Mapas; Enlaces; Extensiones.
h. Provides additional realia from the target language and culture that facilitates students connection to the target language and culture and from that community.	X		Explorer: Podcasts; Video y televisión, Periódicos y revistas; Música; Estadísticas; Mapas; Enlaces.

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